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ABSTRACT

Short summaries of State legislation, projects, and studies are included in this brief arranged in alphabetical order by state, with projects and studies identified as such. Index terms appear correspondingly in the right margins of each page as a guide to the subject of each item, as well as in the index, and a state-by-state guide is listed in the table of contents. All legislation listed in this brief has been enacted. The bill number and, when possible, statute number are noted in the left margin along with the state abbreviation. The booklet is the result of collecting education legislation and of the 1975 Survey of the States, a questionnaire survey of state education agencies, legislative service agencies, teacher organizations, and school board associations. The information is published as raw data. The survey instrument reproduced in the appendix is aimed at (1) validation of information collected and (2) additions to this collection. Most of projects and studies described contain the name and address of a resource person. State education agencies and legislative service agencies are listed in the appendix. (TA)

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Draft Paper

# CAREER AND VOCATIONAL EDUCATION
# 1975 STATE ACTIVITY

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## USER'S GUIDE

The key to using Career and Vocational Education, 1975 State Activity is in the index. To find terms dealing with a particular subject, first check the index for pages dealing with those terms. The terms correspondingly appear on the right side of the page as a guide to the subject of each item. A state-by-state guide is listed in the table of contents as well as in the index.

This brief includes legislation, projects and studies from each state. Projects and studies are identified as such. All legislation listed in this brief is enacted. The bill number and when possible, statute number are noted on the left side of the page along with the state abbreviation. See page 78 for a listing of state abbreviations.

Career and Vocational Education, 1975 State Activity is a result of two efforts. From the many newsletters and bulletins received from the states, education legislation was collected. The 1975 Survey of the States, our fourth annual survey, was then conducted and the following organizations were surveyed: state education agencies, legislative service agencies, teacher organizations and school board associations. The survey instrument reproduced in the appendix is aimed at (1) validation of information collected during the year by ECS and (2) additions to this collection. All components of all areas of education are not covered by all state respondents. Therefore, this book covers only the legislation and activity in the area of career and vocational education that has been either validated or newly reported by the respondents. Essentially, the information is published as raw data -- rapidly processed to be released in printed form at the earliest possible date. Editing has been kept to a bare minimum; most items appear in virtually the same form in which they were received.

## HOW TO GET MORE INFORMATION

The information in this book is not intended to be more than a guide for the reader to use in exploring his/her particular areas of interest. Most of the legislative items can be checked out with the appropriate state education agency or legislative service agency. ECS does not stock copies of bills for distribution. The bulk of the projects and studies contain the name and address of a resource person to contact for further information. State education agencies and legislative service agencies are listed in the appendix of this book.

## A WORD OF THANKS

For the third year, we have received at least one response from every state for the Survey of the States. Our appreciation is extended to all organizations and people who participated in this survey to make this publication possible.

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| AZ | HB 2133<br>Ch 20 | Business and technical schools defined. Licensing procedures prescribed. | licensing<br>business<br>technical schools |
| AZ | HB 2177<br>Ch 33 | Vocational education programs, providing for establishing criteria for skill development. | vocational |
| AZ | PROJECT | Impact of vocational education and manpower training on the labor market, Project Baseline Supplemental Report. This report investigates issues in the assessment of the impact of vocational education and manpower training on the labor market. Structurally, the report begins with a review of federal vocational education and manpower legislation and of evaluative research in vocational education and manpower training. Because this report is essentially an attempt to synthesize existing work, deficiencies in the literature are of prime concern. Sadly enough, these gaps are many. This review is followed by a survey of current practices in vocational education and manpower training. The intent is to define the strong and weak components. Following this survey is a discussion of the state of the art in vocational education and manpower information systems. This forms a necessary prelude to an analysis of the impact of vocational education and manpower training on the labor market and to the conclusions of the report. Recommendations are made concerning program evaluation, local accountability for vocational education, routes to employment, state supervision of local programs, information systems and the need for new types of impact studies. | vocational<br>manpower training<br>assessment |
| AR | HB 663<br>Act 394 | Authorizes state vocational education board in cooperation with health department's plumbers licensing division to establish training for plumbers in high schools, community colleges and vocational technical schools and to provide course of study for apprentices to be taught by journeyman. | plumbing |
| AR | HB 903<br>Act 717 | Authorizes state supported institutions of higher education to establish extension courses leading to certificate or college credit in vocational technical education in facilities of local communities that have either postsecondary vocational technical schools or area vocational schools. | vocational<br>postsecondary |
| AR | SB 504<br>Act 739 | Governing licensing of private vocational schools. Provides for advisory committee of nine persons; requires schools to be bonded and provides that on recommendation of state department of education, attorney general may file suit on behalf of Arkansas residents. | licensing<br>nonpublic<br>vocational |
| AR | STUDY | Study of vocational and technical education. HCR 22, 1975 requests the joint interim committee on education and the state dept. of education to make independent studies and evaluation of vocational-technical education programs to develop long and short range plans for coordination. Department is to periodically report findings to joint interim committee and make final recommendation on or before July 1, 1976. Study to include feasibility of establishing area secondary vocational centers under Act 323 of 1969 and feasibility of establishing program of study in administration and teaching vocational education in | vocational<br>technical<br>evaluation<br>teacher education<br>postsecondary |

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|---|---|---|---|
| AR | STUDY | (Continued) existing state college or university. Resolution requests vocational-technical education advisory council, manpower council and legislative council to furnish staff assistance to joint interim committee. Contact: Senator Clarence Bell, Representative Pay Smith, Co-Chairmen, Joint Interim Committee on Education, State Dept. of Education; Betty Schenck, Research Administrator, Joint Interim Committee, State Dept. of Education; Luther Hardin, Associate Director, Vocational, Technical and Adult Education, State Dept. of Education; Representatives Kenneth Camp, John Lipton, Co-authors of HCR 22, State Dept. of Education. | |
| CA | AB 223<br>Ch 259 | Permits the levy and collection of a tax for regional occupational programs in the 1975-76 fiscal year in order to provide funds to reimburse districts for operation of such programs during the 1974-75 fiscal year where the tax was not levied because of an oversight. Urgency measure. | taxes<br>regional<br>occupational |
| CA | AB 340<br>Ch 791 | Requires the department of education to develop a course for the training of farm labor vehicle drivers and to assist community colleges, adult schools and regional occupational centers and program in training necessary personnel to conduct the course. | inservice training<br>farm labor<br>regional<br>adult education<br>community colleges<br>personnel |
| CA | AB 896<br>Ch 129 | Provides for handling of student body funds in regional occupational centers or programs. | finance---<br>structure<br>occupational<br>regional |
| CA | AB 1821<br>Ch 1269 | Provides for the creation of regional educational councils, composed of representatives of local educational agencies, to review and make recommendations on vocational education courses and to prevent unnecessary duplication of such courses within a region. | regional<br>vocational |
| CA | AB 1920<br>Ch 1051 | Enacts various restrictions upon apprenticeship training programs. | work-study |
| CA | SB 800<br>Ch 845 | Requires additional duties by the California Advisory Council on Vocational Education and Technical Training. | vocational |
| CA | SB 907<br>Ch 760 | Require the allocation of one percent of federal funds for vocational education to be allocated to state-funded fairs to promote vocational and career education exhibits at such fairs. | vocational<br>finance |
| CA | SB 911<br>Ch 409 | Relates to contracts between school districts and private business, trade and technical schools, and would limit a school district from receiving state apportionments on account of these students unless the contract conforms to existing statutory requirements to provide vocational skill training to students of the public educational agency. | finance---<br>contracts<br>nonpublic<br>vocational<br>school districts |

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| CA | SB 996 Ch 1141 | Permits a county superintendent operating a regional occupational center/regional occupational program to enter into agreements for attendance of pupils residing outside of the districts participating in the program, and requires that a.d.a. be credited to the county superintendent providing the program. | attendance<br>state aid<br>vocational |
| CA | PROJECT | Operational model for career and vocational preparation. The project proposes to establish two model comprehensive career guidance programs in two districts. The sites will be used for inservice training programs. Funding: federal. Contact: Anne Upton, Program Administrator, Pupil Personnel Services, Dept. of Education. | career<br>guidance<br>inservice training<br>teachers |
| CA | PROJECT | Pilot career guidance resource center was established to determine the feasibility of such a center serving as a resource for a geographical area. The center evaluates and develops career guidance materials, provides inservice training and attempts to coordinate career guidance activities of all agencies within that region. The center is in its third year with this year's activities concerned mainly with evaluation. Funding: state and federal. Contact: Anne Upton, Program Administrator, Pupil Personnel Services, Department of Education. | career<br>regional<br>inservice training<br>evaluation<br>teachers |
| CA | PROJECT | Reading program: exploration of parent occupations, a Title III ESEA project. A language experience approach that involved the community and the parents' world of work was used to improve reading and writing skills. Parents served as career resource consultants to students who participated in study trips to various business and industry sites in the community. Students used knowledge gained in this "classroom in the community" to help them write stories that were later used in reading instruction. In the school classroom, trained paraprofessionals, parent volunteers and cross-age tutors helped students with their individualized program of instruction. The traditional instructional method of group teaching was eliminated in favor of a flexible planning approach that included the use of learning centers. Results: Students who had been in the program for two or more years consistently showed improvement in verbal fluency and increased skill in writing stories. Over 1,500 student-authored books were placed in the Terrace Children's Library. Two of these books were subsequently published commercially. The program's activities produced high interest and a high degree of motivation among the students. Participants in the project showed a gain of 25 months growth in reading and language in a 20-month instructional period. Contact: Nancy Robinson, Project Director, Alvord Unified School Dist. Terrace Elementary School, 6601 Rutland Ave., Riverside, CA | reading<br>parent involvement<br>career<br>aides<br>instruction---<br>peer tutoring<br>individualized |
| CA | PROJECT | Model library media center, a Title II ESEA project at Rio Vista High School. Few small high schools offer the diversified program to be found in Rio Vista High School which is located in a rural community. The school operates on a variable modular schedule to match students, teachers, materials and space. Each day students plan the use of their unscheduled time, choosing from the open labs, media center and resource centers, mini courses, course auditing and appointments with teachers. One-to one | rural<br>school year---<br>modular scheduling<br>media<br>individualized<br>reading<br>communication<br>career |

CA PROJECT (Continued) student-teacher communication is facilitated through independent study contracts. Objectives of the project include: improvement of reading skills, verbal communication skills, increased motivation to learn, cultural awareness and career planning. The main media center is open and staffed from 7:30 a.m. to 10:00 p.m. Monday-Friday. A seminar room with closed circuit TV is part of the center and the resource centers all have monitors. The complex program of the school could not be implemented without the equally complex and comprehensive media program. Funding: federal and local. Contact: Katie Duke, Media Specialist, 410 S. 4th Street, Rio Vista, CA 94571.

CA PROJECT Model library media center, a Title II ESEA project in Logan Elementary School. Logan School is in the inner city area of San Diego and its children are predominantly Black and Mexican-American from families of low socio-economic backgrounds. These are children with little knowledge or appreciation of their own cultural heritage. Through the library media center program special efforts will be directed toward advancing cultural and career awareness and assisting each child to develop a more positive self-image. Other emphases are on utilizing a variety of learning techniques and improving attitudes toward reading. The new Logan School is a flexible, open classroom design with a large, centrally located media center with many enticing special features to promote utilization. This is the first fully developed media center program in a San Diego elementary school and serves as an example for the 128 K-6 schools in the second largest school district in the state. Funding: federal and local. Contact: Darlene Bates, Media Specialist, 537 S. 28th Street, San Diego, CA 92201.

ethnic culture
reading
libraries
career
minorities
instruction---
media
urban

CA PROJECT Adult occupational training activities: 1) establishment of criteria for identification of exemplary adult occupational training activities; 2) identification of exemplary activities meeting established criteria; 3) verification/validation of activities; 4) identification of success factors; 5) media packaging of exemplary activities and elements. The above project involved participation of several committees and teams comprised of representatives from the state dept. of education, office of chancellor of California Community Colleges, county office of education, local educational agencies (K-12 and community colleges), University of California and the private business sector. A slide tape presentation has been coordinated with printed materials to provide a comprehensive, descriptive package of the study. State funds are used. Contact: Joe Simms, Consultant, State Dept. of Education.

adult education
occupational
postsecondary

CA STUDY Secondary education reform. In May 1975, the commission for the Reform of Intermediate and Secondary Education (RISE) presented its report to the superintendent of public instruction, Wilson Riles. Recommendations of the commission represent a comprehensive framework to personalize learning for all students in the state's 1,600 intermediate and secondary schools. These recommendations are intended to make a significant difference in the way

instruction---
individualized
basic skills
career
evaluation
teachers

CA STUDY

(Continued) California's public schools serve their students, the communities and the broader society. When viewed as a concise package of interdependent concepts--rather than as a series of separate or fragmented ideas for reform--the recommendations promise to spark a chain reaction culminating in a more effective, responsive system of public education in California. The majority of the recommendations stem from the commission's belief that effective education is personalized education. This type of education begins with the school's recognition and acceptance of each student or learner as its primary client, the most important individual to be served. The commission's recommendations aim at equipping each of these learners with the knowledge, skills, attitudes and values required for responsible and rewarding life in modern society. The recommendations seek to free learning and teaching from the constraints of time, place and age. They attempt to breach the real and imaginary walls that tend to make intermediate and secondary schools isolated islands for adolescents. The recommendations are further designed to create a flexible, challenging and satisfying environment for learning that motivates young people to remain in school, strive for excellence and pursue lifelong learning. In addition, the recommendations seek to develop an educational system that demands performance results from learners, educators, schools and local school systems. Specifically, the recommendations call for such reforms as: recognizing and accepting each learner as the principal client of the school; relying on demonstrated proficiency in learning activities, instead of depending on "seat time", as the basis for awarding credit to learners; a system of learning options in terms of time, place, programs and formats to give learners a wide choice of ways to achieve their learning goals; credit and noncredit "furloughs" that allow learners to leave and re-enter the school system; mastery of essential skills by all learners, particularly the skills of reading, writing and computation; instructional emphasis on social concepts that reflect present and future needs and concerns; planned and continuing experiences which enable learners and staff to be in contact with people whose racial, ethnic, socio-economic, or cultural backgrounds are different from their own; extensive opportunities for career exploration, awareness and preparation; school cooperation with appropriate agencies to assist learners with job placement; developing personal values, responsibilities and decision-making skills; eliminating compulsory physical education for learners who can meet performance requirements; simplifying and improving the current system of evaluating and dismissing unsatisfactory educators; staff responsibilities that support and promote a personalized instructional process for all learners; including resource people and experts from the community on the instructional staff; counseling and advising services that aid learners in acquiring a positive self-image and skills to deal with personal problems; involving learners, parents, staff and others in the decision-making process at the local and school system level, including involvement in the selection and review of staff; eliminating average daily attendance formulas as the basis for

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| CA STUDY | (Continued) state financing of public education; broad and effective use of human and physical resources in the community and the use of incentives to promote such community participation; supporting an aggressive public information program to keep the public and staff informed on matters involving the school system, the school and community. Supt. Wilson Riles appointed a high level task force under the leadership of Rex Fortune, Jr., Assoc. Supt. of Secondary Education, to develop a plan to implement recommendations of the RISE Commission. This plan will be ready by early 1976 together with appropriate legislative proposals. Members of higher management in the department who will expedite these efforts are Donald R. McKinley, Chief Deputy Supt. of Public Instruction and William E. Webster, Deputy Supt. for Programs. Contact: Rex C. Fortune, Jr., Associate Superintendent for Secondary Education, State Department of Education. | |
| CA STUDY | The current educational-vocational attainment and social-emotional adjustment of a sample of young adult students with learning handicaps. Contact: Mario Pascale, Marianne Frostig Center, 5981 Venice Boulevard, Los Angeles, CA 90034. | exceptional<br>vocational |
| CO HB 1334 | Concerning selling and leasing of college property. Authorizes the state board for community colleges and occupational education to sell or lease certain properties owned by technical and community colleges. | facilities<br>occupational<br>community colleges<br>state board |
| CO HB 1346 | Provides for the integration of career education concepts in the schools of the state; establishes a state advisory council on career education and an executive committee; designates the executive committee and advisory council to be the advising bodies to the state board of education; authorizes the state board of education as the administrative agency for career education; provides for the establishment of a statewide career education resource team and a state resource center. Appropriation. | career |
| CO HB 1747 | Raises the grant available to each junior college district from state funds for each full-time resident student enrolled in postsecondary courses for credit from $575 (specified in 1975 HB 1233) to $700, subject to proration for students with less than full academic loads. The state board for community colleges and occupational education is to submit operating budgets for all junior college districts by November 1 of each year commencing in 1976. Appropriates $582,500 to the said board to cover the increased grants. | finance<br>state aid<br>vocational<br>community college |
| CO SB 384 | Provides for the regulation of private vocational schools. The law is to be administered by the state board for community colleges and occupational education. Provides for powers and duties of said board with respect to private vocational schools. Establishes minimum standards for said schools. Provides a procedure for the processing of complaints against private vocational schools. | vocational<br>nonpublic<br>community colleges |

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| CO | PROJECT | Guidance and counseling, project 4203. Personnel will assist in upgrading, changing and redesigning guidance programs. Critical needs will be identified and programs designed to meet needs. Guidance models will be developed and disseminated. Improved communication systems will result in greater guidance awareness. Increased support will result. Career education will reflect concern for the total human experience. Program output: (1) a guidance and counseling advisory council was established; (2) a guidance needs assessment was conducted and a report on status of guidance in Colorado was developed; (3) two pilot demonstration projects were identified; (4) began development of a media based public information program. Contact: Jerry Terrill, Program Manager, Development and Demonstration Services, Colorado Department of Education. Funding: federal. | guidance<br>career<br>counselors |
| CO | PROJECT | Career education, project 3308. Career education has emerged as a priority nationally and in many Colorado LEAs. The breadth of the concept and the many different agencies concerned with career education requires coordination. The demand for financial, human and technical resources necessary to implement the concept far outstrips the supply. Objectives are: (1) to develop with the state board for community colleges and occupational education and the Colorado Commission on Higher Education a program plan for a comprehensive career education system; (2) to provide consultative services and information materials on career education to local school districts. Program output: (1) a comprehensive state plan was developed in cooperation with the state board for community colleges and occupational education and the Colorado Commission on Higher Education and presented for legislative consideration; (2) workshops were held on K-6 career education, awareness and exploration; (3) successful projects and resource persons were identified and information disseminated. Contact: Jeanne Werschke, Project Manager, Development and Demonstration Services, Colorado Department of Education. Funding: federal. | career<br>postsecondary<br>community colleges<br>school districts |
| CO | PROJECT | Career education resource center develops materials and information to assist school districts in the implementation of career education programs. Funding: Titles IV and V, ESEA. Contact: Jeanne Werschke, Department of Education. | career<br>resource center |
| CO | STUDY | This is an interim study enacted by HJR 1047. 1) a study of state and local financing to include: a) assessment practices and procedures, Interim Committee on Assessment and School Finance, Property Tax Assessment and School Finance; b) a comprehensive revision of the Public School Finance Act of 1973; and c) the methods of financing vocational education. | finance---<br>property taxes<br>vocational<br>assessment |
| CT | HB 5509<br>75-412 | Concerns accredited high school courses offered on business premises, provides employees with an opportunity to receive a high school education while earning a living. | work-study<br>degrees and diplomas |

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| CT | HB 6086<br>75-422 | The state board of education with the assistance of several educational and labor organizations shall prepare a five year master plan for career and vocational education and report to the general assembly on or before February 15, 1976. The master plan shall include, but not be limited to, goals for vocational education and current and proposed methods of financing. | vocational<br>master plan<br>finance |
| CT | SB 131<br>75-378 | The state board of education shall establish a vocational education extension fund to accept the tuition fees of evening vocational students. The fund shall be used to operate the program and to purchase equipment. | adult education<br>tuition<br>vocational |
| CT | PROJECT | Development within an extremely tight time span of a statewide master plan for vocational and career education. This plan, containing recommendations drawn up by a broadly representative policy group following a series of public hearings, is scheduled to be presented to the 1976 General Assembly. | career<br>vocational<br>master plan |
| DE | PROJECT | An ESEA Title III Project - Individualized programmed instruction - Comprehensive testing program based on various shop operations necessary to vocational students. Contact: Mark Ferraro, Project Director, Delcastle Technical High School, 1417 New Port Road, Wilmington, DE 19804. Funding: 89-10. | instruction---<br>individualized<br>vocational<br>testing |
| DE | PROJECT | An ESEA Title III Project to provide students with a career education program in TV communications - to develop and utilize CATV as a means of sharing the resources of other schools with each other and the community. Contact: Craig Deidrick, Project Director, Newark High School, East Delaware Avenue, Newark, Delaware 19711. Funding: P.L. 89-10. | television<br>cooperation---<br>interschool<br>community involvement |
| DE | PROJECT | Project Open-Out is an organized effort to attach the educational and social deficiencies of 150 Model Cities residents, age 25 and over who are characterized as hardcore, undereducated, unemployed, or underemployed. The program is designed to develop, that is to open-out, the extensive potential of these residents for continuing growth through learning situations and further their human and employment skills and their ability to adapt to the worlds of work and life. The instructional component of the program will offer flexibility in techniques, i.e., tape cassettes to the newspaper, outreach approaches, and creative use of a variety of materials to accommodate individual differences, particular needs and various levels of achievement. The actual instruction will take place individually in each participant's home, clustering in homes, in the neighborhood churches, community schools, the Latin American Center; other places that the participants may select. The instructional and counseling training for the Urban Educations will be done by professional teachers, counselors, and other resources developed by Wilmington College and/or University of Delaware in order to provide expertise in basic adult education. In order to adapt the program to the participant's own life style, needs and | socially disadvantaged<br>career<br>inservice training<br>adult education<br>teachers<br>counselors |

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| DE PROJECT | (Continued) daily schedules, the program will operate five days a week from 9 a.m. to 10 p.m. Necessary linkages and relationships will be developed with those agencies which can provide services to enable the residents to be effective participants. Contact: Mrs. Elva Brooks, Project Manager, 13th and Poplar Streets, Wilmington, Delaware 19801. Funding: federal PL 93-380, Sect. "309". | |
| FL PROJECT | Panhandle Area Educational Cooperative is a multipurpose consortium agency housing a variety of projects and services such as a teacher center, vocational information project, self-supporting materials distribution service, and others. Some functions serve a 9-county clientele, others statewide or nationwide. Contact: W. L. Kitching, P.O. Drawer 190, Chipley, FL 32428. Funding: local, state, federal and private sector. | vocational<br>cooperation--<br>interdistrict |
| FL PROJECT | State board of independent postsecondary vocational, technical, trade and business schools. This board issues licenses to nonpublic vocational, technical, trade and business schools which meet minimum standards and which are not accredited by a regional accrediting association. Contact: Earl Edwards, Executive Director, State Board of Independent Postsecondary Vocational, Technical, Trade and Business Schools, Department of Education. Funding: state. | vocational<br>technical<br>nonpublic<br>accreditation<br>licensing<br>postsecondary |
| FL PROJECT | A comprehensive program of vocational education for career development: K-university. The career education consortium, organized in July 1974, is composed of two school districts, one junior college and one university. A major objective is to develop a highly articulated kindergarten-university comprehensive educational model. Career education will serve as the common thread to unify educational efforts at all levels, kindergarten-university. Career development experiences will serve as the vehicle for teaching academic skills. Contact: C.V. Bert, Program Director, Vocational Research and Development, 258 Knott Building, Tallahassee, FL. Funding: federal -- VEA Part "D" PL90-576 Commissioner Discretionary Fund. | career<br>school district<br>postsecondary |
| FL PROJECT | Development of a curriculum delivery system for individualizing instruction in vocational technical education. The overall purpose of this project is to focus on the processes needed for developing and validating criteria utilized by educators in selecting, organizing and using learning experiences and instructional strategies. The product of this project has national significance for vocational-technical education in that it will provide a curriculum delivery system for performance-oriented education and processes by which the individual needs of persons of all ranges of ability can be accommodated. Contact C. V. Bert, Program Director, Vocational Research and Development, 258 Knott Building, Tallahassee, FL. Funding: Federal -- VEA Part "C" U.S.O.E. Commissioner Discretionary Fund. | instruction---<br>individualized<br>vocational |

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| FL PROJECT | Coordinating councils management design project. This project is designed to develop alternative strategies for local education entities to better coordinate vocational education program offerings with better resource utilization. The vehicle mandated to operationalize these projected alternative management plans in Florida is known as Coordinating Councils. Thus the prime purpose of this project is to design, implement and evaluate the effectiveness of alternative procedures to be utilized by coordinating councils for strengthening local administration of articulated vocational education programs. Contact: C. V. Bert, Program Director, Research and Development, 258 Knott Building, Tallahassee, FL. Funding: Federal -- VEA Part "C" U.S. O.E. Discretionary Fund. | vocational<br>cooperation--<br>interdistrict |
| FL PROJECT | Career education personnel training center. The primary objective of this project is to provide an extension of training and retraining strategies and procedures that have already been field tested and found effective in order to change the attitudes and behaviors of those persons responsible for the design, management, and conduct of educational programs. The project plans to expand existing strategies for retraining and reorienting the personnel responsible for establishing the conditions and experiences of learners. By developing a center for this training which utilizes tested and implemented procedures, this project will coordinate inservice and preservice career education training and retraining. By establishing this center and its network of information sources, all training information and procedures developed within the state or elsewhere would be available for review and evaluation by any project director interested in receiving assistance. In addition, the several center activities now projected can all be articulated into an overall developmental demonstration effort. Contact: M. Ferqueron, Program Director, Dissemination and Diffusion, Room 258, Knott Building, Tallahassee, FL. Funding: Federal -- VEA U.S.O.E. Grant G-007-502128. | career<br>personnel<br>inservice training |
| FL PROJECT | The impact on vocational education in Florida of admissions policies based on the College Level Examination Program (CLEP). Contact: Emerson G. Tully, State University System, 107 W. Gaines Street, Tallahassee, FL. Funding: federal. | vocational<br>admission<br>CLEP |
| FL PROJECT | Curriculum delivery system. Develop and validate curriculum delivery system in vocational education. Contact: Barbara Johnson and Emerson Tully, State University System, 107 W. Gaines Street, Tallahassee, FL. Funding: federal. | curriculum<br>vocational |
| FL PROJECT | Management and internship program for state agencies. Development of proposal for federal funds to establish an administrative internship program for women and minorities to be coordinated with American Society for Public Administration. Contact: Mary B. Seals, State University System, 107 W. Gaines Street, Tallahassee, FL. Funding: submitted to federal. | work study<br>women<br>minorities<br>administrators |

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| FL PROJECT | Occupational information delivery system. In cooperation with state manpower council, division of vocational education, division of public schools, division of community colleges, to develop system for estimating manpower needs and output of trained personnel. Contact: Bruce Mitchell and Emerson Tully, State University System, 107 W. Gaines Street, Tallahassee, FL. Funding: federal. | information system<br>manpower needs<br>occupational<br>community colleges |
| FL PROJECT | Vocational-technical education consortium of states. The Vocational-Technical Education Consortium of States (V-TECS) is promoting the research, development and implementation of performance-based instructions in vocational-technical education programs. The primary objective of the project is to systematically and scientifically develop performance guides and criterion-referenced measures for learners. The products developed by V-TECS form the basis for designing student-centered curricula that will enable learners to acquire skills and knowledge actually required on the job. These products are produced in catalogs of performance objectives, performance guides, criterion-referenced measures, tool and equipment utilization analysis, and reference lists which serve as resources to derive standards of performance for learners. Contact: K. M. Eaddy, Chief, Bureau of Research, Dissemination and Evaluation, Room 258, Knott Building, Tallahassee, FL. Funding: federal -- VEA Part "C" PL90-576. | performance-based<br>criterion-referenced tests<br>vocational<br>technical |
| FL PROJECT | Competency-based teacher education at Florida State University. The design of the project is twofold: (1) to develop an exemplary competency-based teacher education and leadership development program and (2) to assist the Florida Vocational Technical Education Division in formulating its statewide short and long range plans for competency based teacher education and staff development. A competency-based teacher education (CBTE) exemplary program will be established at Florida State University that is designed to develop and upgrade the competencies of vocational educational teachers. Emphasis will be placed on competencies common to all vocational teachers plus the unique competencies of teachers from the following: Vocational Industrial Education, Trade and Industrial Education, Technical Education, Vocational Business Education, Distributive Education. A comprehensive leadership development program for vocational education will be conceptualized and developed for implementation. This professional development effort will be competency-based and will emphasize developing skills in the following areas of specialization: competency-based education; administration and supervision; curriculum development; research and evaluation; dissemination and diffusion and career education. Contact: K. M. Eaddy, Chief, Bureau of Research, Dissemination and Evaluation, Room 258, Knott Building, Tallahassee, FL. Funding: federal--VEA Part "D" PL90-576. | competency-based<br>teacher education<br>vocational |

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| FL PROJECT | Career education in demonstration senior high schools, a consortium effort. This project will establish demonstration centers at the senior high level which will provide visitation opportunities for local, state and national educators desirous of viewing proven career education methods and techniques. Also, it will disseminate upon request, information concerning the demonstration centers, including descriptions of model components and sample curriculum materials. By effectively demonstrating a successfully operating high school career education model, the project will aid in increasing support for career education concepts as well as practices on the high school level. The creation of a tri-county consortium will enable a coordinated effort at both implementing and demonstrating this model. Contact: M. Ferguson, Program Director, Dissemination and Diffusion, Room 258, Knott Building, Tallahassee, FL 32301. Funding: federal -- VEA U.S.O.E. Grant G-007-503403. | career<br>cooperation--<br>interdistrict<br>curriculum |
| FL PROJECT | Placement service and follow-up studies. In 1973, legislation was enacted in Florida requiring that, "on or before September 1, 1978, each district school board shall establish and maintain job placement and follow-up services for all students graduating from or leaving the public school system, including area vocational-technical centers." The objectives of placement services provided by each school district are designed to: (1) serve the needs of students as they seek to gain employment and/or to move to another level of education; (2) provide information that will enable the school and district to adjust instructional programs to meet the needs of students more fully; and (3) provide data which indicates where graduates and other former students are placed subsequent to leaving school. Follow-up studies performed by each school district are designed to determine the effectiveness of instructional programs in meeting their stated goal and objectives, and the adequacy of goals and objectives of instructional programs in which former students were enrolled. Placement services and follow-up studies are operational in all 67 school districts of Florida. Contact: Roy Giehls, Program Director, Vocational Evaluation, Room 258, Knott Building, Tallahassee, FL 32304. Funding: local. | job placement<br>accountability<br>school districts |
| FL PROJECT | Educational Programs in Careers (EPIC) is a developmental project to produce evaluation criteria and instruments in layman's language for a community assessment of its career economic community education programs. The community will have an opportunity to utilize this system to assess the product of local education as it relates to realistic preparation of the student to continually compete in our productive society. Presently three school districts are pilot testing the system. A final report will be available in June, 1976. Contact: K. M. Eaddy, Chief, Bureau of Research, Dissemination and Evaluation, Room 258, Knott Building, Tallahassee, FL 32304. Funding: federal Vocational Education Act Amendment of 1968 Part "C". | assessment<br>career<br>community education |

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| FL PROJECT | Placement services. Guidelines for establishing and maintaining organized placement services for all community college students are being implemented within the Florida Community College System. Contact: Myron R. Blee, Division of Community Colleges, Department of Education. Funding: state. | job placement<br>community colleges |
| FL PROJECT | Foreign licensure act. Joint endeavor between the department of education and the department of professional and occupational regulation to provide one year continuing education programs which will allow individuals who practice as professionals in foreign countries but who cannot produce necessary credentials to allow ingress into Florida registration examinations to take these exams. Contact: Lawrence Tanzi, State University System, 107 W. Gaines Street, Tallahassee, FL. Funding: state. | continuing education<br>testing<br>career<br>students---<br>foreign |
| FL PROJECT | Occupational Information and Delivery System (OIDS). Design and implement system capable of providing industry and occupational information to educators, manpower planners, students and others who need occupational information for planning purposes. Contact: Bruce D. Mitchell, State University System, 107 W. Gaines Street, Tallahassee, FL. Funding: state. | occupational<br>information system |
| FL STUDY | Upon receipt of the 1974-75 program and expenditure date pertaining to the high cost programs in K-12, carefully study this information to determine whether or not special program category weights should be changed, especially in vocational education. Contact: Herman O. Myers, Staff Director, Senate Education Committee, Room 38, Senate Office Building, Tallahassee, FL. 32304. | state aid<br>vocational |
| FL STUDY | Monitor the department of education progress and effectiveness in implementing recent legislation directing the department to audit the school district programs in vocational and exceptional child education. The department is to evaluate not only the programs for effectiveness and quality, but also must review carefully the methods used to identify and assign pupils in high cost programs of exceptional education. Contact: Herman O. Myers, Staff Director, Senate Education Committee, Room 38, Senate Office Building, Tallahassee, FL 32304. | vocational<br>exceptional<br>evaluation |
| GA PROJECT | Career awareness, workshops in integrating career awareness into social studies curriculum. | career<br>social studies |
| GA PROJECT | Free vocational training was made available during the summer of 1975 to selected high school students. They were given free vocational training, board and room at the two state residential technical and vocational schools. In order to qualify for this training the students had to be a senior in high school by the beginning of the 1975-76 school year; be 16 years of age or older; and be economically disadvantaged. One Carnegie unit of credit was given to any student who satisfactorily completes this "Introduction to Vocational Education" course. This program, known as the Vocational Introduction Program (VIP) was first introduced in the summer of 1974. Students enrolled in the program were known as VIP students. They indicated three choices from | socially disadvantaged<br>vocational |

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| GA PROJECT | (Continued) among the available occupational skill training offered and were given special training in one. Additional supervisory personnel in the persons of "Counselors-in-Residence" were employed. A large majority of the students who attended indicated that the program had aided them in their career development. Funded by Public Law 90-576; Title I, Part A, Part B and state funds. Contact: Waldor E. Malleen, Georgia Department of Education. | |
| GA PROJECT | A half dozen students age 57 or over currently are enrolled in food service, marketing distribution and auto mechanics classes at Houston County Vocational Center. Contact: Joe Andrews, Coordinator, Pupil Personnel, Houston Vocational Center, Georgia Department of Education. | food service<br>marketing distribution<br>auto mechanics<br>senior citizens |
| GA PROJECT | Job placement provides job placement assistance to high school aged youth, who may leave school either as dropouts or as graduates and who may choose to work rather than continue their education. To help these youth locate, apply for, interview for, accept and hold a full-time job. Assists those in-school youth who desire part-time or temporary work to obtain such work as a possible supplement to their income or as a complement to their schooling. Establishes a coordinating group consisting of teachers of cooperative and regular vocational programs and guidance personnel to plan and implement the job placement service. Different components of the job placement service are assigned to a single staff member. Funded by exemplary program funds under certain conditions defined by the office of adult and vocational education. Contact: C. Paul Scott, Georgia Department of Education. | job placement<br>guidance |
| GA PROJECT | The Coordinated Vocational-Academic Education Program (CVAE) is designed to serve those students 14 years and older, whose learning styles differ markedly from the college-bound student. The program is designed on an interdisciplinary approach wherein students are block-scheduled so that each discipline can be taught in relation to what the student is doing in the lab or on the job. A team of teachers working in the program meet periodically to coordinate their particular disciplines with the occupations in which the students are engaged. Cooperative aspects: students who enter the CVAE program are assisted in finding jobs. Younger students (14-15) may be placed in jobs within the school system until the time that they can demonstrate the level of maturity needed to hold jobs in private businesses. Academic subjects are taught in relation to the particular occupational area in which the students are employed. Carnegie units may be awarded for successful completion of work assignments. Classroom activities in the CVAE program include guest speakers, resource people, films and filmstrips, occupational kits, etc. Group guidance activities such as role playing, group discussions and group projects are also used to allow students an opportunity for learning about occupations, procedures for seeking employment, interviews and applications for jobs, training requirements, educational avenues, fringe benefits, etc. One full-time teacher-coordinator for every 60 students enrolled in the program at the junior high level, and | work-study<br>inservice training<br>teachers |

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| GA PROJECT | (Continued) 45 students at the senior high level. These teachers must have inservice training. Funding by Public Law 90-576, Title I, Part A, Part B and Part C. Contact: Milton Adams, Georgia Department of Education. | |
| GA PROJECT | The Program of Education and Career Exploration (PECE) involves students in the actual working community by enabling them to work for short periods of time in several work settings. It is exploratory in nature and not designed to train or prepare students for specific occupations or to encourage them to make specific vocational choices. The program involves work exploration, group guidance and related classroom activities covering six broad categories of occupational interest including: service to others, business, organization, expressing ideas, outdoors and technology. Work Exploration: The student participates in an actual work role for a two-hour minimum time period. A trained program coordinator works with employers to arrange these kinds of work activities for PECE students. Group Guidance: After a student works in a job setting, he is encouraged to describe his work activities and share his feelings with other students in small group meetings. Classroom Activities: Guest speakers, films, filmstrips, tapes, occupational kits and other resources are used in the PECE classroom. Students participate in activities which inform them of procedures for seeking employment, applying and interviewing for a job. Training requirements, advancement possibilities, fringe benefits and other employment orientation aspects are discussed. This is offered at the 7-8 grade level. Funding: federal-state. Contact: Mildred C. Hutcherson, Georgia Department of Education, Room 313, State Office Building, Atlanta, GA 30334. | work-study<br>guidance |
| GA PROJECT | The Food Education And Service Training (FEAST) Inn is the attractive sign above the entrance to the renovated and attractively and conveniently arranged laboratory which houses the FEAST program at Crisp County High School, Cordele, Georgia. The FEAST project, started in November of 1973, offers interested and qualified high school students an opportunity, first, to explore and then to prepare for a career in the Food Service and Hospitality Industry. Utilizing varying cooperative planning and teaching approaches, students are taught the fundamentals of commercial foods preparation and service. This is coordinated with math, science and English courses incorporated into a regular high school curriculum. The School Food Service personnel and facilities are utilized in the FEAST Project. Business and industry are represented on the Advisory Committee to assure that the program meets the needs of industry. Industry also makes available tours, speakers, audio-visual and other instructional materials and on-the-job training for students. Grade level: 11-12. In addition to food service establishments, students enrolled in the FEAST program found part-time employment as bell boys, bell captains and desk clerks. Contact: Mary Hartley Crisp County High School, Cordele, GA 31015. | food service |

GA PROJECT

The Vocational Education Awareness Program (VEAP) is designed to assist handicapped youth at the secondary level in identifying and pursuing career related goals and objectives. The program carried a handicapped individual through several major programmatic phases during his stay in a secondary school setting. The major program phases include vocational and academic assessment, individualized program prescriptions, skill or job preparation, controlled environment study and job placement. The program is administered by a school-based specialist working with a case load of approximately twenty five handicapped individuals. The specialists functions as a combination teachers, resource person and placement officer for the school in serving the selected handicapped students. During fiscal year 1975, 21 school systems with twenty three specialists served 586 handicapped youths. Funding: Public Law 90-576; Title I, Part B. Contact Donald B. Hogan, Georgia Department of Education.

career
exceptional

GA PROJECT

Under the Rural Fire Defense Program, welding students at eighteen of the state's postsecondary vocational-technical schools are fabricating 950-gallon pumping tanks called "fire-knockers". When completely assembled by the students and mounted onto a 2-1/2 ton truck, the fire-knocker is turned over to the Forestry Commission. The commission's first distribution of these trucks to the rural fire defense departments around the state is scheduled for July. Contact Fred Baker, Coordinator, Rural Fire Defense Program, Georgia, Forestry Commission, Macon, GA.

vocational
welding

GA PROJECT

Girls are enrolling in the drafting and design technology course at Athens Area Vocational-Technical School. More than 20% of the class enrollment is now female, whereas a year ago it was practically all male. Contact Griffin Brooks, Job Placement Coordinator, Athens Area Vocational-Technical School, Georgia Department of Education.

vocational
drafting and design
women

GA PROJECT

Students at the Georgia Water and Wastewater Technical School in Americus are taking basic and advanced courses in water treatment designed to train personnel in the field of pollution abatement and to upgrade current personnel. This cooperative program between the Department of Natural Resources and the Georgia Department of Education is the only such program in Georgia. Contact J.C. Meredith, Program Manager, Environmental Protection, Division, DNR, Atlanta, GA, or Mack Martin, South Georgia Technical and Vocational School, Americus, GA 31709.

water treatment

GA PROJECT

Planned Learning Activities for Career Education (PLACE) programs helps each student learn at his own rate how to perform the series of tasks that make up an occupation or trade. The federally funded project is Project Install, a joint venture of the Department of Education and the University of Georgia. Project Install was tested last year by 40 teachers in 18 schools and was concentrated in four occupational areas - construction, power transportation, metals fabrication and electromechanics. The results proved so successful that 20 additional teachers will participate this year. Drafting and cosmetology will be added. The PLACE programs consist of printed instruction. The student is assigned a goal or objective and given a list of resource materials to

inservice training
instruction---
media
postsecondary
teachers
vocational

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| GA PROJECT | (Continued) help him reach his goal. A series of activities is outlined and followed by a detailed self-check which enables the student to evaluate how closely he has met his objective. The key to the program is that with it the student moves from step to step acquiring skills and knowledge on his own. The teacher assists the student who needs special guidance. Both student and teacher keep records of what the student completes. The student stays with each unit or PLACE until he has mastered the skills or concepts it teaches. The emphasis is on successful completion of a job rather than just getting through in a given number of hours. Department of Education and University of Georgia staff members have been working with local schools this year to come up with additional materials that students can use. PLACE programs are not limited to printed materials but include a wide range of tools and resources, including film cassettes and color slide programs with voice tapes. Each school also has books and manuals for supplemental information. Inservice workshops will be held throughout the year to acquaint teachers with new materials and developments in Project Install. The first round of workshops was scheduled for August 12-14 and the University of Georgia with Dr. Harmon Fowler of the university as instructor. Contact: Ed Ward, Georgia Department of Education. | |
| GA PROJECT | Students at Thomas County's Central High and at other schools in South Georgia will be able to find out specific, localized, up-to-date information about 400 jobs that require no more than two years of training by participating in Georgia Hi-Jive. Hi-Jive stands for "Job Information for Vocational Exploration" and uses microfiche cards and readers to deliver information. Three sets of microfiche cards answer questions about jobs, including local salary information, training institutions located within driving distance and programs offered at these institutions. Contact: John Clark, Thomaston, Georgia Department of Education. | vocational information system |
| GA PROJECT | Through local school and system-wide needs assessments, the Rome City School System identified these student needs as critical: 1) positive self-image and feeling of success; 2) communications skills focusing of language arts; and 3) awareness of career opportunities in the community. To meet these needs, Rome City developed a staff development program that included implementation of Project Success Environment, enrollment of selected teachers in telecourses using Glasser's "Designing Success Techniques," implementation of Georgia Right to Read Program and inservice on career education. Evaluation methods will include the use of attendance and dropout records, attitude scales, informal inventories, pre- and post-tests and observations. Contact: Gene Wallace, Georgia State Department of Education. | needs assessment<br>language arts<br>personnel--<br>staff development<br>inservice training<br>career<br>evaluation<br>teachers |

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| HI HR 55 | Requests the department of education to encourage the continuation of student organizations formed on the basis of occupational interests and to submit a report to the house education committee prior to the close of the 1975 legislative session as to how these clubs and organizations will be encouraged. | career---<br>student organizations |
| HI PROJECT | FPAIS: The Foundation Program Assessment and Improvement System: FPAIS consists of two major components, needs assessment and program improvement. FPAIS is conceptualized on the basis of the department's need for: (1) statewide information about the progress of students toward achieving the Foundation Program objectives and 2) systematic program improvement procedures and improved curriculum management. 1) The Assessment Component: The assessment component is designed to pull together heretofore separate departmental attempts toward obtaining data on learner performance for determining the status of learner performance, learner needs and program effectiveness measures. The assessment component is also expected eventually to provide for the department a repository of assessment exercises/test items and procedures for various program and project evaluation needs at the state district and school levels. Department-wide use of such assessment materials and procedures is also expected to eventually help systematize school level assessment efforts. 2) The Improvement Component: The improvement component is designed to clarify and systematize curriculum development activities and procedures at the State, district and school levels for the purpose of improving learner performance through program efforts. An administrative and organizational structure is required to implement any statewide change in instructional programs. Such a structure will have to provide for: (1) analysis of learner performance data in relation to educational objectives to determine learner needs; (2) analysis of ongoing program strategies to determine learner needs, (3) analysis of ongoing program strategies to determine the kinds of program changes necessary for the alleviation of learner needs; (4) programming involving planning of alternative strategies that appear potentially practical and effective in alleviating learner needs, with cost implications; (5) teacher training to be required in relation to program change plans; (6) pilot testing of the program change strategy; (7) documentation of the field-tested and refined change strategy as demonstrated to be effective and accepted for dissemination/installation in the schools; (8) supervision and control of the installed program change strategy; and (9) ongoing evaluation of the change strategy installed and modified as necessary. Foundation Program, Elementary: A project to develop an implementation handbook for the Elementary Academic Foundation Program to serve as a guide in interpreting the Foundation Program at the elementary school level (K-6). It is to help school level personnel relate all of their classroom activities to the attainment of the eight objectives to the Foundation Program. The Foundation Program is a plan to fulfill the commitment for equal opportunities in education as stated in the Master Plan for Public Education in Hawaii. The Foundation Program establishes a minimal but variable program of academic experiences designed to achieve the following | assessment<br>master plan<br>inservice training<br>basic skills<br>human relations<br>career<br>teachers |

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| HI | PROJECT | (Continued) objectives: (1) develop basic skills for learning and effective communication with others; (2) develop positive self-concept; (3) develop decision-making and problem-solving skills at his proficiency level; (4) develop independence in learning; (5) develop physical and emotional health; (6) decognize and pursue career development as an integral part of his total growth and development; (7) develop a continually growing philosophy such that he is responsible to himself as well as to others; (8) develop creative potential and aesthetic sensitivity. | |
| IL | HB 590<br>79-571 | Provides that additional properties may be purchased by school districts for vocational training when enrollment warrants. Removes the present restrictions on such purchases. | facilities<br>vocational<br>attendance |
| IL | HB 658 | Permits 14 and 15-year-olds to take part in federally funded work experience career education programs under the state board of education. | work-study<br>finance---<br>federal |
| IL | HB 2160 | Provides that the state board of education shall assume the powers and duties pertaining to vocational and technical education. | vocational<br>state board |
| IL | HB 2296<br>79-933 | Provides for the establishment of bilingual adult vocational and educational programs in school districts having a substantial Spanish-speaking population. | bilingual<br>adult education<br>vocational |
| IL | HB 3049<br>79-1089 | Transfers the powers under the business and vocational schools act of the Illinois Office of Education to the state board of education and the state superintendent of education. | vocational |
| IL | SB 167<br>79-76 | Permits school districts and community college districts to join in vocational training, career education and science education agreements. | vocational<br>science<br>cooperation---<br>interdistrict<br>community colleges |
| IN | SB 85<br>PL 227 | Restructures the state board of vocational and technical education to include 13 members and specifies the board's duties and powers. Emergency. | vocational |
| IN | PROJECT | Vocational placement and follow-up project. Funding: federal. Contact: Anthony Wesolowski, Jr., Director, Garrett High School, 701 Houston Street, Garrett, IN 46738. | job placement |
| IN | PROJECT | Developing job placement and employment services at North Putnam High School. Funding: federal. Contact: Norman E. Evans; Kay Greeson, North Putnam Community School Corporation, Box 126, Bainbridge, IN 46105. | job placement |
| IN | PROJECT | Implementation of a job placement and follow-up system for vocational education students. Funding: federal. Contact: Jeffrey W. Moss; John Hobaugh, Clinton Central High School, P.O. Box 178, Michigantown, IN 46057 | job placement<br>follow-up study |
| IN | PROJECT | Vocational education student job placement and follow-up. Funding: federal. Contact: John L. DuVall, Elkhart Community Schools, 2720 California Road, Elkhart, IN 46514. | job placement<br>follow-up study |

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| IN PROJECT | Development of essential follow-up and placement of vocational education students. Funding: federal. Contact: Raymond Bradbury, Bartholomew Cons. School Corp., 2650 Home Avenue, Columbus, IN 47201. | job placement<br>follow-up study |
| IN PROJECT | A job placement follow-up study. Funding: federal. Contact: Bill Woolf; James Hellman, Monroe County Community School Corporation, 315 North Drive, Bloomington, IN 47401. | job placement<br>follow-up study |
| IN PROJECT | A placement and follow-up system for postsecondary vocational technical programs. Funding: federal. Contact: George Netley, Indiana Vocational-Technical College, 1315 E. Washington Street, Indianapolis, IN 46202. | job placement<br>follow-up study<br>vocational<br>postsecondary |
| IN PROJECT | Slide and taped presentation of good and poor landscape practices. Funding: federal. Contact: Leon Dean, Elkhart Area Career Center, 2424 California Road, Elkhart, IN 46514. | landscaping |
| IN PROJECT | Electrical discharge machining for the secondary vocational level. Funding: federal. Contact: George V. Williams, Elwood Community School Corporation, R.R. 4, Elwood, IN 46036. | machinery |
| IN PROJECT | Lake Central High School Intensive Office Laboratory Prospectus for Businessmen. Funding: federal. Contact: George Bibich, Lake Central School Corporation, P.O. Box 336, Saint John, IN 46373. | business |
| IN PROJECT | A project to update the needs and objectives of vocational programs. Funding: federal. Contact: James Hellman, Monroe County Community School Corporation, 315 North Drive, Bloomington, IN 47401. | vocational<br>needs<br>objectives |
| IN PROJECT | Seminar instruction delivery system in advanced vocational courses. Funding: federal. Contact: Stanley J. Baran, Indiana Vocational-Technical College, 646 Franklin Street, Columbus, IN 47201. | vocational |
| IN PROJECT | Assessing present vocational curriculum and [illegible] for improvement recommendations. Funding: fed[illegible] Contact: Charles Edwards, Tipton Community School Corporation, 817 South Main, Tipton, IN 46072. | vocational<br>assessment |
| IN PROJECT | Research educational materials to produce business vocational education promotional programs. Funding: federal. Contact: Evansville-Vanderburgh School Corporation, 1 SE 9th Street, Evansville, IN 47708. | vocational<br>business |
| IN PROJECT | Distributive Education and You. Funding: federal. Contact: Lyle Harding, Washington High School, 4747 W. Washington, South Bend, IN 46619. | distributive---<br>education |
| IN PROJECT | Development of a bibliography of filmstrips for Industrial Career Technology instruction. Funding: federal. Contact: Howard McVicker, School of Technology, Dept. of Industrial Education, Michael Golden Laboratory, Purdue University, West Lafayette, In 47907. | instruction---<br>media<br>industrial<br>technology |
| IN PROJECT | Sex as a deterrent in vocational choice. Funding: federal. Contact: Fred Gannon, New Educational Directions, Inc., Box 307, Crawfordsville, IN 47903. | women<br>vocational<br>discrimination |

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| IN PROJECT | Attitudes of adolescent girls towards vocational education. Funding: federal. Contact: Marianne H. Mitchell, Home Economics Dept., 204 Wylie Hall, Indiana University, Bloomington, IN 47401. | vocational<br>women |
| IN PROJECT | The development of vocational diagnostic program. Funding: federal. Contact: W. N. Moore, Indiana Vocational-Technical College, 1315 E. Washington St., Indianapolis, IN 46202. | vocational<br>instruction---<br>diagnostic |
| IN PROJECT | Films for effecting female and minority vocational program enrollment. Funding: federal. Contact: Gerald Dudley, Penn-Harris-Madison School Corporation, P.O. Box 302, Osceola, IN 46561. | vocational<br>women<br>minorities<br>enrollment |
| IN PROJECT | Assessment of manpower needs in production agriculture and agribusiness firms in Indiana. Funding: federal. Contact: William B. Richardson, Acting Chairman, Vocational Education Section, Agricultural Education, South Campus Courts G-10, Purdue University, West Lafayette, IN 47907. | assessment<br>manpower needs<br>agriculture |
| IN PROJECT | Facilitation of entry into an associate degree nursing program by licensed practical nurses. Funding: federal. Contact: M.E. Blantchley, Purdue University West Lafayette, IN 47907. | nursing |
| IN PROJECT | Computer aided instruction in drafting, civil engineering and electronics technologies. Funding: federal. Contact: Richard Pointer, Vincennes University 1002 N. First Street, Vincennes, IN 47591. | computers<br>engineering<br>electronics |
| IN PROJECT | Follow-up materials and baseline assessment of adult vocational education studies. Funding: federal. Contact: Robert Harris, Asst. Prof., Vocational Education, Indiana University, 223 S. Jordan, Bloomington, IN 47401. | vocational<br>assessment<br>adult education |
| IN PROJECT | Development of a cost-effectiveness analysis model and user's manual for postsecondary vocational programs. Funding: federal. Contact: Robert Harris, Asst. Prof., Vocational Education, Indiana University, 223 S. Jordan, Bloomington, IN 47401. | cost-effectiveness---<br>analysis<br>vocational<br>postsecondary |
| IN PROJECT | Quantitative and qualitative requirements for vocational education in Indiana. Funding: federal. Contact: J.P. Lisack, School of Technology, Dept. of Industrial Education, Michael Golden Laboratory, Purdue University, West Lafayette, IN 47907. | vocational |
| IN PROJECT | A model for competency-based vocational teacher evaluation. Funding: federal. Contact: Lloyd Brown, Vocational Director, West Central Indiana Area Vocational Program, Mills School, 808 W. Pike St., Crawfordsville, IN 47933. | vocational<br>competency-based<br>evaluation |
| IN PROJECT | Establish a National Occupational Competency Center to serve Indiana. Funding: federal. Contact: Max Eddy, School of Technology, Dept. of Industrial Education, Michael Golden Laboratory, Purdue University, West Lafayette, IN 47907. | occupational<br>competency-based |
| IN PROJECT | Development of Southeastern Indiana Vocational School, and employer communications system. Funding: federal. Contact: Stanley J. Baran, Indiana Vocational-Technical College, 646 Franklin St., Columbus, IN 47201. | vocational |

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| IA PROJECT | Career education for the deaf. This project provides for deaf adults activities in vocational assessment, exploration and training. Arrangements have been made with employers for work experiences. Instructors in career areas are taught sign language in order to communicate. Interpreters assist deaf students while in vocational training and work experience. Contact: Bruce Hicks, Coordinator, Iowa Western Community College, Council Bluffs, Iowa 51501. Funding: federal, $25,000; local, $27,000. | vocational<br>exceptional<br>inservice training<br>teachers |
| IA PROJECT | Expo (an alternative school for high school dropouts) This project is designed to provide high school dropouts with vocational exploration, vocational training, high school completion, counseling and work experience opportunities. Local school districts contract with an area vocational school to provide activities and share cost of the project. Contact: Art Ruppel, Hawkeye Institute of Technology, 224 Commercial Street, Waterloo, Iowa 50704. Funding: local, $25,000. | socially disadvantaged<br>alternative education<br>vocational |
| IA PROJECT | Vocational exploration for the educable mentally retarded. A project designed to demonstrate the cooperative efforts between a local educational agency and an area community college to provide vocational assessment by "hands on" activities and vocational exploration in the auto body repair, auto mechanics and nurses aide areas. Students spend part of the day in their local school district and part of the day on the area college campus for the above activities. Program costs are shared by the educational and rehabilitation agencies. Contact: Jerry B. Stoute, Supt. Area IX Educational Agency, Davenport, Iowa 52804 and Robert Illingsworth, Scott Community College, 627 W. Second Street, Davenport, Iowa 52804. Funding: federal, $3,500; local, $1,500. | vocational<br>auto mechanics<br>nursing<br>exceptional---<br>community colleges<br>school districts |
| IA PROJECT | Pre-career exploration for high school dropouts. This project operates in two storefront facilities in Des Moines for high school aged persons who have dropped out of school. Activities provide opportunities for individual attention in upgrading basic skills, vocational exploration and work experience. The academic program is career oriented. Contact: Mr. Vince Scavo, Director, Greater Des Moines Education Center, 1452 Second Avenue, Des Moines, IA 50314. Funding: federal, $24,850; local, $60,000. | career<br>vocational<br>socially disadvantaged--<br>dropouts<br>basic skills |
| IA PROJECT | Career opportunities program for mental health patients. A project designed to provide patients at the Cherokee Mental Health Institute vocational assessment by work samples and exploration in various occupational areas at the Iowa Lakes Community College campus. Short and long term programs are developed. Cooperative support for this project is provided by education, rehabilitation and social service agencies. Contact: Mr. Terry Nelson, Coordinator, Iowa Lakes Community College, Emmetsburg, IA 50536. Funding: federal and local. | vocational<br>exceptional<br>community colleges |

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| IA PROJECT | Identification, analysis and validation of resource materials for occupational preparation and training in photo-offset lithography. Data on the frequency of performance and importance of tasks identified for each job description in photo-offset lithography were collected. Description, classification, educational requirements and tasks were validated with personnel employed in the field. Contact: Russell G. Hansen, Associate Professor and A. Rudisill, Head, Department of Industrial Arts and Technology, Wright Hall, University of Northern Iowa, Cedar Falls, IA. Funding: P.L. 90-576, Part C, and state and local funds. | photo offset<br>lithography<br>resource materials |
| IA PROJECT | Models for career education in Iowa, phase II and phase III. These phases completed the development K-12 of awareness of self and the world of work, accommodation, exploration and preparation activities integrated into the curriculum. Fifteen publications were produced and disseminated. Contact: Alan A. Kahler, Director, Iowa State University, Ames, IA 50010. Funding: P.L. 90-576, Part D, and state and local funds. | career<br>curriculum |
| IA PROJECT | Staff development and implementation of career curriculum project, phase III. Integration of career development concepts in the curriculum through in-service for staff was provided through grade 8. One publication was disseminated for K-6 and the suggested activities for grades 7-8 are being field tested and revised for publication. Contact: Don Lungren, Iowa Central Community College, Fort Dodge, IA. Funding: P.L. 90-576, Part D, and state and local funds. | career<br>inservice training<br>teachers |
| IA PROJECT | Implementing distributive education learning systems. A series of workshops and inservice meetings were held for 114 distributive education teacher-coordinators to develop learning managers who can use innovative materials successfully. Managing the use of learning activity packages providing the individual, small group and large group instruction was the basis of the project. Contact Roger Ditzenberger, Department of Business Education and Office Administration, University of Northern Iowa, Cedar Falls, IA 50613. Funding: P.L. 90-576, Part C and state and local funds. | teachers<br>distributive education<br>inservice training |
| IA PROJECT | Advance placement nursing education. Development of testing and interview procedures for placement of students with varied experiences in health occupations, recommendations for sequencing of courses offered, and identification of guidance and counseling needed for these students are outcomes of this project. Contact: Gretchen Fethke, Coordinator, Nursing Education, Kirkwood Community College. Funding: P.L. 90-576, Part D, and state and local funds. | nursing<br>health occupations<br>guidance |
| IA PROJECT | Employer School Program (ESP). This activity is designed to assist small school districts in financing vocational exploratory and preparatory programs on a contractual basis with business and industry for disadvantaged and handicapped students. The basic concept is to utilize community resources in providing vocational experiences that cannot be provided within the schools setting. Students participate in an organized instructional sequence supervised by the school. Students do not receive wages as defined by | vocational<br>work-study<br>exceptional<br>socially disadvantaged<br>community involvement |

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| IA PROJECT | (Continued) the labor laws governing youth employment from the Department of Labor. Contact: Dennis Denning, Mar-Mac Community Schools, McGregor, Iowa and Jack Dillon, Garnaville Community Schools, Garnaville, IA 52049. Funding: federal. | |
| IA PROJECT | Project Discovery is a career exploration instructional media project initially designed for disadvantaged students at the middle grade level (junior high). Media is developed in illustrated cartoon style with cassettes and hardware following the U.S. Office of Education guidelines on occupational clusters. Packages are originally devised by people working in different career areas and field tested with revisions on the basis of teacher and pupil feedback. Contact: Roy Bastian, Project Director, Southwest Iowa Learning Resource Center, 401 Reed Street, Red Oak, IA 51666. Funding: federal and state. | career<br>socially disadvantaged<br>instruction--<br>media |
| IA PROJECT | Development of a competency-matrix based K-12 industrial arts curriculum guide. The industrial arts guide developed in the project provides a model for local curriculum development, basic premises upon which it is based, goals, recommended scope and sequence, selected student competencies with appropriate sample learning activities, and a bibliography of references and resources. Contact: Ronald Bro and Barry DuVall, Department of Industrial Education, Iowa State University, Ames, IA 50010. Funding: P.L. 90-576, Part C, and state and local funds. | curriculum---<br>development<br>industrial arts<br>goals<br>assessment<br>competency-based |
| IA PROJECT | Third party evaluation of models for precareer education in Iowa and models for secondary career education in Iowa. The plans and procedures used to establish and demonstrate a process designed to implement elementary and secondary career education programs in school systems in Iowa were evaluated. The workshop strategy was identified as ideal for development, provision of information, and interaction of spirit and cooperation. Contact: Ralph Van Dusseldorp and Walter J. Foley, Center for Research in Educational Administration, College of Education, University of Iowa, Iowa City, IA 52242. Funding: P.L. 90-576, Part C, and state and local funds. | career<br>evaluation |
| IA PROJECT | Competencies needed by workers in occupations requiring less than a baccalaureate degree in the horticulture industry. Competencies for horticulture occupations requiring less than a baccalaureate degree preparation were identified. A job-competency matrix was devised to provide a guide for curriculum development in horticulture by teachers at the local level. Contact: Alan A. Kahler, Assistant Professor of Agricultural Education, Iowa State University, Ames, IA 50010. Funding: P.L. 90-576 Part C, and state and local funds. | horticulture<br>competency-based |
| IA PROJECT | Priorities for research and exemplary projects. Leadership efforts in research and exemplary activities were concentrated on establishing priorities with optimum involvement of potential users of and participants in such activities. Definitions and criteria establishing the parameters of acceptable investigative areas and techniques were circulated and suggestions for needed research and exemplary studies were solicited. The responses were sorted according to | career<br>research<br>accountability<br>goals |

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| IA PROJECT | (Continued) the type of investigation being suggested and were then prioritized by the Research Advisory Committee and by Career Education Division Management Staff representatives. Requests for proposals were developed for the highest priority research and exemplary items. Contact: Kenneth M. Wold, Chief, Support Services Section, Career Education Division, Area Schools and Career Education Branch, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. | |
| IA PROJECT | The department of public instruction staff members were involved in the "Blue Ribbon" and ad hoc committees to develop rationale and a philosophy for career education, scope and sequence recommendations, and questions and responses pertaining to career education. They also participated in the development of sample objectives, suggested activities and resources, and recommendation for evaluation procedures pertaining to one main concept for the awareness, accommodation, exploration, and preparation phases of career development. The materials generated are being revised for use as resource materials in teacher inservice activities. Sixteen printed publications from three projects in a series entitled Models for Career Education in Iowa have been disseminated since January via a "superintendents' mailbag" to local education agencies and to others on microfiche. | career---<br>development<br>evaluation<br>objectives<br>inservice training<br>teachers |
| IA PROJECT | Assessment of employment opportunities in family and community services in area XV. This project has developed a list of family and community service occupations and interview instruments for ascertaining labor demand and supply, competencies required for employment and wages paid. Interviews are currently in progress. Contact: Robert Morissey, Development Officer, Indian Hills Community College, Industrial Airport, Ottumwa, IA 52501. Funding: P.L. 90-576, Part C, and state and local funds. | family and community<br>services<br>assessment |
| IA PROJECT | Jointly administered secondary career education programs. An administrative alliance between two or more secondary schools or between a consortium of secondary schools and a merged area school to provide appropriate career education exploratory and preparatory programs for secondary students. With this unified effort, students from small, rural districts now have the opportunity to participate in programs, services and activities at strategically located training centers. Training sites, scheduling, choice of offerings and transportation arrangements are determined by the cooperating schools. Contact: Robert J. Ford, Chief, Elementary/Secondary Education, Career Education Division, Area Schools and Career Education Branch, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. Funding: federal, state, local. | career<br>cooperation --<br>interdistrict<br>rural |
| IA PROJECT | Career Education Needs Information System (CENIS) data pertaining to labor demand, labor supply, student interests and student outcomes (three-year follow-up) are gathered via surveys coordinated by the state agency and conducted in each of Iowa's 15 merged areas. Sample survey results are projected to form estimates in each of the four components for each merged area and a state-wide composite. | career<br>labor demand and<br>supply<br>accountability --<br>surveys<br>nonpublic |

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| IA PROJECT | (Continued) Final data are arranged in an interface by program classification (taxonomy) providing a planning profile showing current employment, labor demand, labor supply (trainees from career education preparatory programs, private schools, CETA programs, and private business and industry training programs), student interest and significant entries pertaining to student outcomes (three-year follow-up). Contact: Kenneth M. Wold, Chief, Support Services Section, Career Education Division, Area Schools and Career Education Branch, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. Funding: federal, state, local. | |
| IA PROJECT | New and expanding programs (80-60-40). This activity has greatly stimulated the planning and implementation of new or expanded secondary career education exploratory and preparatory programs. For programs of this type, a reimbursement rate of 80% is provided for the first year of operation, 60% for the second year, 40% for the third year and the normal rate of reimbursement for succeeding years. Through this effort, 365 secondary districts offered approved, reimbursed programs in 1975, compared to only 305 districts in 1970. Contact: Robert J. Ford, Chief, Elementary & Secondary Education, Career Education Division, Area Schools and Career Education Branch, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. Funding: federal, state and local. | career<br>finance |
| IA PROJECT | Career Information System of Iowa (CISI). The mission statement is to develop a system of current, relevent and localized career information incorporating an occupational exploration design based on self-perceptions to facilitate effective career decision making. Implements this system statewide via (1) a manual delivery mode consisting of needle-sort cards and microfiche; and (2) a computerized delivery mode utilizing a student operated interactive computer terminal. Provides inservice activities for teachers, librarians, counselors and administrators in the: (1) effective system utilization; and (2) development and implementation of comprehensive K-12 career education curriculums. The states usemanual delivery containing comprehensive information on 300 occupations including educational opportunities available statewide and computerized delivery incorporating the same information being pilot-tested in five of Iowa's 15 merged areas. Contact: Erik B. Eriksen, Supervisor, Career Information System of Iowa, Grimes State Office Bldg., Des Moines, IA 50319. Funding: P.L. 90-576 102a, Part B. | career<br>information system<br>computers<br>inservice training<br>teachers<br>personnel<br>counselors<br>administrators |
| IA PROJECT | Assessment-planning. In order to facilitate the development of cooperative planning for an efficient service delivery system of career education programs, services and activities, vocational education research funds were used to provide small grants to those merged areas which desired to undertake assessment planning studies. Each participating area established a steering committee which represented secondary schools, the area school, business and industry (including agriculture) and the lay public. The studies include an assessment of the career education needs of the various populations of the area, employ- | vocational<br>assessment<br>manpower needs |

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| IA PROJECT | (Continued) ers' manpower needs, current career education programs, available resources (financing, personnel, facilities and equipment), and political, geographical or other constraints. The studies concluded with suggested alternatives for blending needs and resources into a service delivery system designed to meet the particular problems of the secondary districts within that area. Currently, eight areas have completed their projects, five are in various stages of progress and one has subaitted a proposal which is awaiting approval. Contact: Kenneth M. Wold, Chief, Support Services Section, Career Education Division, Area Schools and Career Education Branch, Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. Funding: P.L. 90-576, Part C, and state and local funds. | |
| IA PROJECT | Area XV career guidance project. Objectives are: 1.) to develop and implement an area plan for the delivery of career guidance services, including evaluation, support services and in-service training; 2.) provide liaison between Area XV local personnel and Indian Hills Community College; 3.) assist the local counselor in identification of career guidance needs of students; 4.) assist the local counselor in supplying placement information for students; 5.) assist the local counselor in the development of support services; 6.) assist the local counselor in providing direct services for students with specific career needs; 7.) establish and maintain an inservice program to up-grade services; 8.) provide reinforcement of a guidance testing program to use for identifying student career needs; and 9.) assist in the development of a general exploration program in selected schools with determined needs. Contact: Don Job, Area Guidance, Indian Hills Community College, Ottumwa Campus, Industrial Airport, Ottumwa, Iowa 52501. Funding: federal and state. | career guidance<br>evaluation<br>testing<br>inservice training<br>counselors |
| IA PROJECT | Bread and Butterflies. In a joint effort with the Iowa Educational Broadcasting Network, the department of public instruction formed a task force for the purpose of developing an inservice training workshop for teachers in grades four, five and six. The workshop centered on implementation of a nationally developed educational television series called Bread and Butterflies. The series consists of 15, 15-minute programs designed to promote career development. The inservice training sessions developed focused on: 1) creating awareness of how the series could be incorporated into regular classroom activities; 2) introducing skills, techniques, materials and guides which might be used to demonstrate program effectiveness and 3) creating a positive attitude toward career development for teachers. A diffusion approach to inservice was used where staff from the department and from the Iowa Educational Broadcasting Network trained groups of teacher trainers, who in turn trained their fellow faculty members in the use of the Bread and Butterflies series. Contact: A. John Martin, Director, Curriculum Division, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. Funding: state and federal | television<br>inservice training<br>career<br>teachers |

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| IA | PROJECT | Career education project. A major effort to promote curriculum change in local schools through the development of a prototype career education scope and sequence matrix and through inservice training programs is underway in the department of public instruction. The effort includes personnel from curriculum and instruction, career education, special education, guidance, media and research and evaluation. A series of prototype curriculum materials will be developed and disseminated through a series of five regional training sessions. The training sessions will focus on: 1) describing the nature of career education; 2) demonstrating of career education activities; and 3) providing evaluation strategies and instrumentation which can be used to judge the effectiveness of implemented career education activities. Contact: James D. Athen, Assistant Director, Career Education, Department of Public Instruction, Grimes State Office Building, Des Moines, IA 50319. Funding: federal - 93-380 Title IV. | career<br>inservice training<br>evaluation<br>teachers |
| KS | HB 2234<br>Sec 7(a) | Appropriates $200,000 from the state general fund for fiscal year 1976 to the state department of education, as a new commitment of state support for career education planning and development. | state aid<br>career |
| KS | HB 2299 | Amends KSA 1974 Supp. 72-7033, pertaining to the definition of pupil for purposes of the school district equalization act as follows: 1) the prior law provided that a pupil of a school district who was enrolled in and attending an area vocational school was counted as a pupil of the school district to the nearest one-tenths that his nonvocational enrollment bore to fulltime enrollment. One change in the law provides that if a student is enrolled in an area vocational school or approved vocational program for at least two hours per day and is also enrolled in and attending any of grades 9-12 at least one-half time, he is to be counted as a fulltime pupil under the School District Equalization Act; 2) a school district must include in its enrollment any pupil who is enrolled in and attending special education services provided by the district in a state institution under the Secretary of Social and Rehabilitation Services (SRS). A pupil who is enrolled in a district but is housed, maintained and receiving specialized instruction in an SRS instruction may not be counted in the enrollment of the district. | state aid<br>vocational<br>exceptional<br>attendance<br>school districts |
| KS | HB 2518 | Amends KSA 1974 Supp. 12-1675, 12-1676, 12-1677 and 72-7062 and repeals KSA 1974 Supp. 12-1678, pertaining to certain investments of idle funds. The bill contains three principal provisions: 1) area vocational-technical schools are authorized to invest their idle funds the same as counties, cities, school districts or quasi-municipal corporations; 2) school districts are excluded from the provision of KSA 12-1677 which requires that interest earned on such idle funds must be credited to the general fund. School districts must credit such earnings in accordance with KSA 1974 Supp. 72-7062; 3) school districts are allowed to deposit revenue earned on the investment of an activity fund of a district to such activity fund. | finance---<br>structure<br>vocational<br>school districts |

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| KS SB 302 | Amends KSA 1974 Supp. 71-611 pertaining to the definition of general fund and adds new materials. Permits deposit in the vocational education fund of a community junior college of the credit hour state aid, out-district state aid, out-district tuition and student tuition received by the community junior college for vocational programs approved by the State Board of Education. Prior to this amendment, such receipts had to be deposited to the general fund of the community junior college. | state aid<br>tuition<br>vocational<br>community colleges |
| KS PROJECT | Secondary Exploration of Technology (SET) in Independence is a nationally validated project. Contact: Kansas Department of Education. | technology |
| KS PROJECT | Needs assessment is an effort by the state to study the gaps between educational goals and objectives and actual student achievement and opportunities in the school system. As such, it identifies target areas for educational improvement, cites areas of educational strength and serves as a general barometer for the Innovative-Exemplary Program of the department of education. The foundation of needs assessment is the SEEK study of 1970, and the 1972 statewide goals for education adopted by the state board of education. Assessment includes cognitive, affective and psychomotor needs of students at the sixth and twelfth grade levels. The five-year Kansas educational priorities established for the needs assessment staff include: math, science, values/citizenship, arts/humanities (visual arts, music, history and literature), health, nutrition, safety, career preparation, continuing education, basic skills of communication, preparation for a changing society, self-image, consumer education and environmental education. Of these, the target areas being assessed during fiscal year 1976 are health, nutrition safety, career education and continuing education. Suitable evaluation measures based upon the educational priorities of Kansas are devised or chosen by the needs assessment staff and are administered to a representative state sample of 6th and 12th graders. Resulting data is then analyzed and criteria are set for statewide performance at these levels for the above areas. These results are made available to interested, participating school districts. The needs assessment project, initiated in fiscal year 1973, will continue through fiscal year 1977. Contact: Kansas Department of Education. | needs assessment<br>career<br>health education<br>safety education<br>adult education |
| KS PROJECT | Citizens, teachers, counselors and administrators in Ottawa are combining resources to provide students the opportunity to explore career options and better prepare themselves for rewarding futures. This coordinated effort is called Project SPICE and its goal is infusion of career education into all facets of Ottawa's school curriculum. Prior to its initiation this fall, SPICE staff members completed extensive organizational work and established groundwork for this goal. Teachers, counselors and support personnel were organized into teams and are working to utilize community resources, compile career instructional packets geared to all grade levels and subject areas, establish multi-media resource centers in every school and test and evaluate pilot programs. A special education section of SPICE is also in opera- | career<br>exceptional<br>personnel<br>community involvement |

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| KS PROJECT | (Continued) tion and features a full work-study program for secondary students. SPICE will become a functional part of the entire Ottawa school system, kindergarten through senior high, by the end of its second year. An adoption/adaption model will be prepared the third year. Contact: Elizabeth Coughenour, Project SPICE, Ottawa Jr. High School, Room 302, 5th and Main, Ottawa, KS 66067. | |
| KS PROJECT | Students who have demonstrated educational problems in elementary grades are learning more about themselves and their potentials through the Personal and Career Exploration project (PACE), in Atchison this year. This is an innovative, three-phase is Individual Self-Development. In this area, specially trained teachers guide students toward greater self-awareness, improved interpersonal relationships and development of positive work attitudes and values. Phase two of the project, occupational exploration, includes study and observation of occupational alternatives and job requirements. Field trips to community places of employment and other informational activities equip students with a real perspective on employment possibilities and demands. The final phase employs students in an actual Work Experience Laboratory. Organized into project teams, students work together to produce a marketable product or service and distribute it within the community. Students build on the knowledge and experience attained in the previous phases of the program and, if successful, gain tangible rewards through a share of the team profits. In this initial year of operation, the work experience laboratory involves approximately 100 students in grades 6-10. By the third year, plans call for expansion to actively include over 200 students. Contact: Joe Hess, Director, Project PACE, 301 North 5th, Atchison, KS 66002. | exceptional<br>career<br>inservice training<br>human relations<br>teachers<br>community involvement |
| KS PROJECT | ACTION, or Allen County Team for Individualized Occupational Needs, a nationally validated project, is an innovative approach to developing career education programs in rural areas. This project utilized three well equipped portable classrooms and serves three Kansas Unified School Districts--Iola, Humboldt and Moran/Marmaton Valley. Specially trained instructors travel with the mobile classrooms and offer trimester courses in business, industrial and service careers. ACTION also includes inservice training for classroom teachers to provide reinforcement for the project. In its fourth year of operation, ACTION is now an integral part of the local education agencies which sponsored it and is supported by them. However, federal funding is still in use this year to finance diffusion activities and to allow ACTION staff to help other school districts who wish to adapt or adopt this project. Contact: Harold Norris, Director, Project ACTION, Marmaton Valley School District, Moran, KS 66755. | occupational<br>rural<br>inservice training<br>teachers |

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| KY | STUDY | Report of the subcommittee on governance of education reviews legislative studies on control, organization, coordination and governance of educational programs, particularly at postsecondary occupational education level; recommends legislation and appropriation. Contact: John Alexander, Legislative Research Commission. | occupational postsecondary |
| KY | STUDY | Report of the subcommittee on career education reviews the concept of career education; discusses background of program and suggested needs for implementation; reviews national and state endorsements; recommends legislation and appropriation. Contact: John Alexander, Legislative Research Commission. | career |
| KY | STUDY | Occupational Preparation in Kentucky: Fragmented educational services (1975) is a report which discusses availability of postsecondary occupational education programs in Kentucky; reviews statutes governing such programs; describes governance, organizational, and coordination problems; makes recommendations for coordination. Contact: John Alexander, Legislative Research Commission. | occupational postsecondary |
| LA | HB 1106 Act 638 | Repeals laws which provide for (1) the classification of trade and special as Negro and non-Negro; (2) allow withdrawal of children from the schools when the school is integrated; and (3) prohibit furnishing school supplies to racially integrated trade schools without legislative approval of such integration. | discrimination desegregation vocational minorities |
| LA | HB 1414 Act 571 14:422 | Authorizes school boards to employ industrial arts teachers and pay for period in excess of nine months. | industrial arts teachers |
| LA | SB 40 Act 183 17:2041 | Authorizes political subdivisions to lease lands for operation of vocational-technical schools. | facilities vocational |
| LA | SB 272 Act 663 | Makes certain changes in the location and administration of vocational-technical schools. | vocational facilities |
| LA | PROJECT | Subcommittees of the joint committee on education. The Joint Committee on Education consists of three subcommittees which meet periodically throughout the year in an effort to continually analyze particular areas of education in the state. The three subcommittes are the following: a) special education, b) higher education, c) elementary, secondary and career education. Contact: Susan Rockhold, Research Analyst, P.O. Box 44012, Capitol Station, Baton Rouge, LA 70804. Funding: state. | assessment exceptional career postsecondary |
| LA | PROJECT | Louisiana advisory council on vocational and technical education, appointed by the state board of education to serve in an advisory capacity to the state board of education on matters pertaining to vocational education programs, services and activities under the state plan for vocational education. Required by Sec. 104 of the Vocational Education Amendments of 1968 (PL 90-576). Contact: State Department of Education. | vocational technical |

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| LA PROJECT | Advisory committee for environmental education. Committee appointed by state superintendent of public education to concentrate on the construction of an environmental center on state property at Woodworth to propose ways and means of financing this venture and to provide for its use in career inservice programs; to research and best possible procedures for improving environmental education programs throughout the educational system and to bring about greater uniformity, if necessary, through legislation; and to develop a resultant state plan incorporating therein the impact of this program on the overall career education efforts. Contact: State Department of Education. | environment<br>career<br>inservice training<br>personnel |
| LA PROJECT | Provides unemployed and underemployed with vocational training that will enable them to enter and advance in a chosen occupation and to emphasize training of the hard core unemployed, disadvantaged and handicapped. Funding: CETA, PL 93-203. Contact: Sylvan Chaza, State Department of Education. | vocational<br>exceptional<br>socially disadvantaged |
| LA PROJECT | Maintains, extends and improves existing programs of vocational education. Funding: Title I, PL 90-576. Contact: Kirby Awagain, State Department of Education | vocational |
| LA PROJECT | Provides academic education to adults 16 years of age and over in grades 1-8 and improves employability. Funding: Adult Education Act of 1966, Title III, PL 91-230. Contact: LaVern Knotts, State Department of Education. | adult education<br>career |
| LA PROJECT | Eagleton Study. The joint legislative committee on education is participating in a three-year Education Program Review Project (EPR) funded by the Ford Foundation and administered by the Eagleton Institute of Politics at Rutgers University. The Eagleton Institute will provide technical research assistance and expertise; additional staff will be provided by the legislative council. The purpose of EPR is to improve the program-review capability of the legislature by evaluating specific education programs. The two areas to be analyzed by the Joint Committee are Career Education and Teacher Education. In addition, the program seeks to provide committee members and staff with evaluation techniques, to develop indicators for the program effectiveness assessment and to assist the legislature in integrating program review into the legislative process. Contact: Tom Schwertfeger, Project Director, P.O. Box 44012, Capitol Station, Baton Rouge, LA 70808 Funding: Ford Foundation. | evaluation<br>assessment<br>career<br>teacher education |
| ME LD 1527 | Provides for state reimbursement of local school administrative units which send pupils to secondary vocational schools located outside of Maine. Provides in certain situations that the state shall reimburse local administrative units which send pupils to secondary vocational schools located outside of Maine in instances where out-of-state school is closer than a Maine regional school. | vocational<br>state aid |
| ME LD 1785 | Establishes the Maine Vocational Development Commission. Impowers this commission to establish employment training programs by reaching agreements with an employer in new and expanding industries presently | vocational |

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| ME | LD 1785 | (Continued) existing or intending to locate in Maine. Also is authorized to promote training programs as a new incentive to industrial expansion within the state | |
| ME | LD 1811 | Relates to the regional technical vocational centers and the vocational education regions. Distinguishes between regional technical vocational centers and vocational education regions by separating and reorganizing provisions for the two functions. | vocational<br>technical<br>regional |
| ME | STUDY | The Maine Assessment of Educational Progress (MAEP) is a ten-year program to provide specific information about the knowledge, skills, understandings and attitudes of students in various subject areas. A probability sample of all students attending public and private schools in the State is given exercise items by trained administrators from the Maine State Department of Educational and Cultural Services. In each assessment phase, the assessment instrument is composed of selected items from those used in the National Assessment of Educational Progress (NAEP) with some additional items being developed specifically for Maine students. Thus, the results for Maine can be compared to those of the northeast region and to the nation as a whole. The first phase of Cycle I in the spring of 1972 assessed 17-year-olds in Citizenship and Writing; the second phase in May of 1973 assessed 17-year-olds in Reading and Science; and the third phase in March of 1974 assessed 9-year-olds in Reading and Writing. The fourth phase now in progress assesses the understandings and skills of 13- and 17-year-old students in career and occupational development. The remaining subject areas to be examined are literature, music, art and social studies. Subject areas will be reassessed in Cycle II to provide a measure of educational progress over time. Contact: Horace Maxcy, Jr., Department of Education. | assessment<br>citizenship<br>writing<br>reading<br>career |
| MD | PROJECT | Maryland Career Guidance Institutes. During this past summer, the Maryland State Department of Education conducted a series of four three-week Career Guidance Institutes. Approximately 220 educators representing over 170 schools from 20 of the state's 24 school systems, participated in the institutes. The institutes were designed to accomplish three objectives: to help school personnel to implement career education, to strengthen career guidance objectives in schools and to support the implementation of the state's new high school graduation requirements. The institutes were made possible when the Maryland General Assembly provided the first state funds for career education, with the stipulation that the first year's funds be used for strengthening career guidance in secondary schools. Contact: E. Niel Carey, Specialist in Vocational Guidance and Chairman, Career Education Task Force, Maryland State Department of Education, P.O. Box 8717, BWI Airport, Baltimore, MD 21240. Funding: state. | career<br>guidance<br>diplomas & degrees |
| MA | CH 157 | Authorizes absentee voting at special and regular vocational school district elections. Those sections of the general laws relating to absentee voting are now applicable to regular and special regional vocational school district elections. | elections<br>vocational<br>school districts |

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| MA | Ch. 456/ | Authorizes school committees to permit students to operate certain business demonstration projects of an educational nature. Section 37K is added to Ch. 71 of the General Laws with this legislation providing that school committees may authorize student-operated business demonstration projects. | business<br>students<br>school districts |
| MA | PROJECT | Education assessment. Implementation of state assessment program reporting in the areas of reading, math, decision making and occupational attitudes and preparation. Funding: federal. | assessment<br>reading<br>occupational<br>math |
| MA | STUDY | Occupational education master planning. The status of education in Massachusetts was examined to be incorporated into a major policy statement by the board of education. Contact: Patrick Weagraff, Associate Commissioner, Division of Occupational Education, Department of Education. | occupational<br>master plan |
| MN | PROJECT | Instruction in computer application to the farming industry in Belgrade, a council on quality education project for fiscal year 1976. Contact: David Lindberg, Box 356, Belgrade, MN 56312. | computers<br>farming |
| MN | PROJECT | Career lab in mathematics in St. Louis Park will be established and a curriculum developed that will utilize the career aspirations of students and the peer teaching concept as strategies. Title III/IV Part C ESEA funds. Contact: James Avant, 6425 W. 33rd. St., St. Louis Park, MN 55426. | career<br>math<br>instruction---<br>peer teaching |
| MN | PROJECT | Home and social living centers at Becker-Clay Special Education Cooperative provides services to mentally retarded youth enrolled in a career education program who have adjustment and/or behavioral problems which interfere with their adjustment in the program or in the community. Title III/IV Part C ESEA funding. Contact: Dwight P. Maxa, Box 98, Audubon, MN 56511. | mentally retarded<br>career |
| MN | PROJECT | Health careers in Wells will develop learning guides, materials and a management system for health occupations orientation. Title III/IV Part C ESEA funding. Contact: Donald Frederick, 135 S. Broadway, Wells, MN 56097. | health |
| MN | PROJECT | 916 Vocational-Technical Institute: Minnesota Instructional Materials Center is developing a system for management of development, procurement and dissemination of career education materials for the schools. Title III/IV Part C ESEA funding. Contact: William Knaak, 916 Vocational-Technical Institute, 3300 Century Ave., White Bear Lake, MN 55110. | career<br>textbooks & materials |
| MN | PROJECT | Career ventures in vocational education in Albany is developing a system for integrating the concept of career awareness, orientation, exploration and related work experiences in the K-12 curriculum. Title III/IV Part C ESEA funding. Contact: Jerry Scott, Albany, MN 56307. | vocational |
| MN | PROJECT | Blaine Senior High School project in Anoka-Hennepin incorporates eight concepts: Dean system of administration, differential staffing, team teaching, interdisciplinary curriculum, individualized curriculum, fluid block scheduling, career development | instruction---<br>team teaching<br>differentiated staffing<br>individualized<br>career |

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| MN PROJECT | (Continued) oriented curriculum and school-parent interaction into one educational program through a schedule of staff inservice sessions. Funding: Title III/IV Part C ESEA. Contact Robert Blaine, Box 191, Anoka, MN, 55303. | |
| MN PROJECT | Procedure for planning and evaluating senior high school vocational programs. A local state system (SPACE). The project is directed toward the problem area of secondary school placement, development, implementation and field testing. The major objectives are:to develop and test a list of tasks necessary,to operate an effective system of career guidance and placement and implement said tasks in on-going senior high programs. To obtain base line data for a local program of career guidance and placement. To develop a set of evaluation instruments to measure program effectiveness. Four experimental schools will be used in testing a comprehensive system of career guidance and placement. A placement director (full time) and placement counselor (half time) will be involved at each site in implementing the project. Instruments, materials and procedures will be field tested and modified as the need is shown with a view to providing transportable elements when the project is completed. Contact William E. Stock, Division of Vocational-Technical Education, State Department of Education. Funding: federal. | evaluation<br>vocational<br>guidance |
| MN PROJECT | Women in non-traditional vocational education. The purposes of this project are: 1) the development of an awareness among women of the broad range of training opportunities available in vocational education; 2) an increase in female enrollment in non-traditional vocational programs; and 3) providing accurate information for counselors and women in postsecondary training opportunities. Contact Jane Preston, Division of Vocational Technical Education, State Department of Education. Funding: federal. | women<br>vocational<br>counselors<br>postsecondary |
| MN PROJECT | Minnesota bilingual vocational training project. Expected outcomes of this project are increased enrollments and successful completions of Latino students in area vocational-technical institutes and/or postsecondary institutions, including on-the-job training. Contact Melvin Johnson, Vocational-Technical Education, Department of Education. Funding: federal. | bilingual<br>vocational<br>minorities<br>postsecondary |
| MN PROJECT | Specialized career education staffing and a career oriented curriculum (St. Paul/Minneapolis cooperative proposal in career education). This project proposed to develop media and materials conducive to integrating career education into the educational program and in serving the counseling and teaching staff relative to career education concepts constitutes the primary trusts of this project. Contact Harold T. Lehto, Administration Building, 360 Colborne Street, St. Paul, MN, 55102. Funding: federal. | career<br>textbooks and materials<br>instruction---<br>media<br>personnel<br>counselors |
| MN STUDY | Vocational education secondary, postsecondary curriculum articulation study. A study to devise a process for implementation and development of an | vocational<br>postsecondary |

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| MN | STUDY | (Continued) articulated curriculum from secondary to postsecondary vocational education. Contact Jerry Schmehl, Division of Vocational-Technical Education, State Department of Education. | |
| MN | STUDY | Individualized performance-based curriculum at the Minneapolis Area Vocational-Technical Unit. The expected outcomes of this study are: 1) the development of a curriculum based on criteria necessary for employment in industry; and 2) the development and utilization of a model for a staff development program for the transition from a traditional to a performance-based curriculum. Contact William E. Stock, Division of Vocational-Technical Education, State Department of Education. | instruction---individualized<br>performance-based<br>vocational<br>staff developed<br>personnel |
| MS | HB 41 | An act to amend Section 37-19-9, Mississippi Code of 1972, to provide for the allotment of transportation funds for transporting students from their home school to an approved vocational-technical center and for related purposes. | transportation<br>vocational |
| MS | HB 1293 | An act making an appropriation for the support of vocational and technical education for the fiscal year 1976. | state aid<br>vocational |
| MT | HB 299<br>Ch 371 | Permits a school district to contract with other school districts for the purpose of constructing joint vocational-technical secondary schools; allows a school district to provide transportation of students to a school district located in another district. Enacts 75-7103.1, 75-7105.2. Amends 75-7001. | facilities<br>vocational |
| MT | HB 566<br>Ch 434 | Designates the state board of education as the state board of vocational education. Delegates responsibility for the administration of vocational education to an administrative committee to be comprised of members from the board of regents and the state board of public education. Transfers the executive office for vocational education from the office of the superintendent of public instruction to the administrative committee for vocational education. | vocational |
| NE | PROJECT | Inservice program in curriculum design and media development for selected vocational office educators at the University of Nebraska - June 1-30, 1975 - federally funded. Objectives are to enable vocational office educators at secondary and post-secondary levels to translate career education theory into conceptual and operational curriculum models appropriate for the development of specialized secretarial and administrative office competencies. To improve skills in career guidance and development of student competencies in specialized office secretarial and administrative management careers. Participants will explore selected business offices, observe specific on-the-job performance within such offices and develop the skills necessary for curriculum design and media development based upon current office positions and employer expectations. Procedures: 20 vocational office educators will be selected on the basis of specific criteria to participate in a | vocational<br>business education<br>inservice training<br>guidance<br>teachers |

NE PROJECT (Continued) three week inservice program, summer of 1975 for the development of curricular modules and instructional media based upon current and emerging careers in secretarial and administrative areas. Specifically, career modules and multi-media will be developed upon the basis of the following major specialized secretarial and administrative occupational areas: 1) medical, 2) legal, 3) educational, 4) technical, 5) advertising, 6) bilingual, 7) church, 8) receptionist, 9) work processing supervisor, 10) administrative secretary, 11) the certified-professional secretary, and 12) administrative manager. In addition, such careers in government and insurance, major employment categories will be reflected in the curriculum. Contact Margaret H. Johnson, Professor, Business and Secondary Education, University of Nebraska, Lincoln, NE.

NE PROJECT Home Economics Related Occupations Promotion (HERO) Through Media, Visitations and Professional Development at Kearny State College from July 1, 1975 to June 30, 1976 - federally funded. The vocational act of 1963 and the amendment of 1968 were to assist, maintain, extend and improve existing programs and to develop new programs so people could have access to train and retrain for opportunities for gainful employment. Gainful employment programs in vocational homemaking education are those which prepare students for employment in occupations requiring knowledge and skills in one or more of the home economics subject areas. Despite this legislation, these programs are not fluent in Nebraska. At present a study is being done with Home Economics Related Occupations which consist of a public relations thrust to familiarize home economics teachers and their administrators with the benefits of implementing HERO programs into their home economics curriculum. Due to lack of time many of the interested home economics instructors and administrators were not contacted to be informed of the HERO program. Therefore the problem is: 1) to visit secondary home economics teachers and administrators who have indicated an interest in developing HERO programs; 2) to develop and utilize existing materials for dissemination to secondary home economics teachers to aid them in initiating and administering HERO programs; 3) to conduct a public relations thrust in order to familiarize or acquaint home economics teachers and their administrators with the benefits of implementing HERO programs into the home economics curriculum; 4) to enhance the development of such programs by providing opportunities for indepth HERO preparation. Contact Marcene L. Gillham, Kearney State College.

home economics
inservice training
teachers

NE PROJECT Development and dissemination of a manual for the organization and administration of adult distributive education in Nebraska at the University of Nebraska from May 15 to August 31, 1975 - federally funded. The general purpose of this study is to develop and disseminate a manual of guidelines to be used by distributive education teacher-coordinator in secondary and postsecondary educational institutions. The manual will present a step-by-step plan for the organization and operation of community-based adult distributive education

adult education
distributive education
postsecondary

NE PROJECT (Continued) programs. Procedures: 1) conduct all necessary background research and review of literature. Literature review will include adult learning theory, program development theory and state of the art of adult distributive education in the nation and in Nebraska; 2) refine purposes and objectives; 3) write manual from acquired information base; 4) plan workshop for presenting and distributing manual. The workshop will be a part of the annual Nebraska Vocational Education Conference to be held in Kearney in August 1975; 5) present and distribute manual at workshop. Contributions to vocational education: the manual resulting from this project will provide impetus for and lend continuity to adult distributive education teacher-coordinators in planning effective programs. The presentation and dissemination of this manual in a workshop situation will also serve to stimulate and encourage distributive teacher-coordinators to expend more energy in the realm of adult education. Contact Steven A. Eggland, Associate Professor of Business Education and Secondary Education, University of Nebraska, Lincoln, NE., 68505.

NE PROJECT A workshop to develop competency-based evaluation strategies for specialized distributive education curriculum areas at the University of Nebraska from June 23 to July 11, 1975 - federally funded. The objectives are: 1) to select competencies from lists of nationally identified and validated competencies that are appropriate for the occupational categories of apparel and accessories and/or food service; 2) to write specific behavioral objectives for the identified competencies; 3) to design activities based on those objectives for students to demonstrate their occupational competence in the specified occupational areas; 4) to develop evaluation instruments that will measure the performance level of students on the specified competencies. Procedures: the objectives will be accomplished through a one-week writer's workshop. The workshop format will allow persons with expertise in the identified occupational categories to develop and evaluate curriculum materials for specialized distributive education curriculum areas utilizing a cooperatively developed format. The project director will have previously participated in a national workshop designated to prepare him to direct the state-level writers' workshop. Contributions to education: a major component of any competency-based curriculum model is evaluation of competence. Experts in the field contend that performance should be demonstrated and measured in as near real-life conditions as possible. There is a national effort within distributive education to develop competency-based activities and evaluation strategies for specialized distributive occupational areas. A project of this nature will extend that national effort as well as provide competency-based evaluation strategies that are cooperative and expertly designed to be utilized within distributive education programs.

food service
distributive education
competency-based
evaluation
textbooks and materials

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| NE PROJECT | Lincoln career education project - Lincoln Public Schools, state and federal funding. Objectives are to complete development and field test of a model for placement which has the following characteristics: 1) results in students' being placed in the next step of their career plan consistent with their interests and abilities; 2) results in students' being prepared to meet entry level criteria on those placements; 3) work cooperatively with Nebraska Job Service; 4) emphasize linkages between placement services and vocational education programs; 5) is conducted by existing school staff and is integrated into existing school program insomuch as possible; implement the model in at least one high school in Lincoln by the end of 1975-76 project year. Procedures: 1) continue development and field test of system for providing all students in target schools a wide range of career information which will assist them in making viable career choices; 2) continue development and field test of a system for providing all students in target schools up-to-date occupational information both of a general and specific local nature, making use of both CISI, and job service; 3) expand long term placement opportunities of a cooperative type for students in vocational programs in the target schools and increase placement activities in those vocational programs; 4) continue development and field test of a system for providing exiting interviews and career planning assistance to all seniors in the target schools; 5) assist each target school to establish goals in each high school regarding placement and to install appropriate procedure. Contact Carl R. Spencer, Project Director, Lincoln Public Schools. | job placement<br>vocational<br>testing<br>guidance |
| NE PROJECT | Vocational guidance and counseling program: a Title III project in Ashland emphasizes the use of the community as a vocational resource for students who are preparing for work. The project serves students in grades 7-12 in a community where 60% of each graduating class does not go on to college. The program's approach is to develop career awareness and career preparation for students by encouraging classroom teachers to incorporate career education into the curriculum; to put together a developmental appraisal for each student and to introduce students to community resources and citizens. A developmental appraisal is prepared for each tenth grader based on materials that will help understand him and his occupational tendencies and includes suggestions for growth and development. Each student selects an impact group composed of a teacher and one or two persons from the community to help him explore career opportunities. In turn, the impact group works with the project in guiding the student to appropriate persons in local business and industry. The educational significance of the project, according to the validation team, is that teachers have become more student-oriented and the students are aware of this. Funding: federal. Contact Larry C. Bartek, Project Director, Ashland-Greenwood Public Schools, 1842 Furnas Street, Ashland, NE, 68003. | guidance<br>vocational<br>teachers<br>community involvement |

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| NE | PROJECT | Implementation and expansion of the Vocational-Industrial Clubs of America (VICA) student organization at the secondary and postsecondary levels in the state, University of Nebraska from July 14-18, 1975 - federally funded. The purpose is to correct the apathetic climate in the state toward the VICA youth organization. Procedures: 1) pre-plan workshop and follow-up activities and subsequent one day workshops with coordinator and consultants; 2) put in motion a recruitment program for twenty-five participants; 3) conduct workshop; 4) visit participants periodically to assist in program development; 5) plan and conduct one workshop based upon participant feedback; 6) assess and evaluate program; 7) develop, print and disseminate final report. Contact Richard E. Johnson, Associate Professor, Department of Industrial Education, University of Nebraska, Lincoln, NE., 68508. | vocational<br>inservice training<br>teachers |
| NE | PROJECT | Implementation of a comprehensive, K-adult career education program in a rural setting at Kimball Public Schools Districts #1 and #3 from October 1, 1975 to June 30, 1976 - federally funded. The Kimball Public Schools propose to develop, revise and implement a school-based career education model with the following objectives: 1) develop a teacher-based comprehensive occupational guidance, counseling and placement service for high school students; 2) carry on a continuous inservice education program for school staff and people of the community to increase their understanding of the education concept with emphasis on the 7-12 educational program. Special emphasis being given to the new staff members to provide them with the concept of career education; 3) completion of systematic approach for follow-up of graduates and dropouts. The dropouts are being allowed and encouraged to either return and complete their training through regular school, night program and in many cases General Educational Development (GED) route; 4) develop specific vocational cooperative education offerings related to reimbursable programs; 5) structure the elementary school curriculum K-6, around the theme of career opportunities and requirements in the world of work. Procedures: there will be an extensive inservice program to assist the K-12 professional staff in transferring the philosophy of career education into an integral part of their programs. The emphasis in terms of curriculum development will be the secondary level. Contributions to vocational education: after the duration of this project, Kimball Public School Districts #1 and #3 will have a revised systematic program which enhances the career development of all students K-12. There will be a systems approach of providing students with information about themselves and the world of work. Contact Joan Delong and Charles Morehouse. Kimball Public Schools, 901 South Nadine Street, Kimball, NE, 69145. | career<br>rural<br>inservice training<br>guidance<br>socially disadvanraged-dropouts<br>teachers |
| NV | SB 495<br>Ch 309 | Changes name of state advisory council for manpower training and career education to Nevada Advisory Council for Vocational-Technical education and reduces number of members. | vocational |

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| NH | HB 384<br>RSA 188-E:10<br>Ch 345 | Increases the appropriation for regional vocational education centers. Also relative to the program objectives of regional vocational education centers. | state aid<br>regional<br>vocational |
| NH | STUDY | A five-year follow-up study of graduates of post-secondary schools. The purpose was to determine how well the program of studies fits the needs of the students and if employment was in the area of the program of studies. To improve the curricula as the study indicates. Contact George Strout, Deputy Chief, Division of Postsecondary Education, Department of Education, 163 Loudon Road, Concord, NH, 03301. | follow-up study<br>career<br>postsecondary |
| NJ | PROJECT | County plans for career/vocational education. Each of New Jersey's twenty one counties now has an active county career education coordinating council charged with the responsibility of completing a comprehensive county plan for career/vocational education. The main purpose behind this project is to involve the local professional constituencies and representatives of education, government, labor, business and industry in the comprehensive program planning process and to share in decision-making in order that the development of vocational-technical and career programs and services will be orderly and will provide opportunities for citizens in each respective county. Contact Gregg Buontempo, Director, County Career Education Coordinators, Division of Vocational Education, Department of Education. | career |
| NJ | PROJECT | Career decision process model: the first year, 1974-75, of real concern in this area was devoted to exploration of research and local district expression of the process. This year 1975-76 will focus on teacher/counselor behavior regarding career decision-making and implementation of mini field tests with students. Survey of counselor role in career development: during 1972-74 counselor/teachers and others participated in the development of an instrument for aiding students in identifying career development needs. This student instrument is being redeveloped for administration to counselors in an attempt to find answers to: what degree does the counseling program include activities/services designed to help students identify their career development needs? This is a cooperative effort of the division of vocational education, division of programs and planning, New Jersey Personnel and Guiding Association, Monmouth College, Kean College and Montclair College. The results should reflect self evaluation factors, training needs, gaps in operating programs. Funding: part D, Funds State Portion. Contact Thomas W. Gambino, Director, Pilot, Demonstration and Exemplary Projects, State Department of Education. | testing<br>guidance<br>career<br>counselors |
| NJ | PROJECT | Twilight technical program. Extended day post-secondary programs. Using building for post-secondary students after secondary students have left. Service station open to public for training service station operation, secondary levels. | facilities<br>technical<br>school day<br>postsecondary |

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| NJ PROJECT | (Continued) Funding: federal and state. Contact Donald Springle, Camden CAVTS, Berlin-Cross Keys Road, Sicklerville, NJ. | |
| NJ PROJECT | Practical manuals for beginning fire fighters, federal, state and local funding. Contact Henry Zanzalari, Middlesex CAVTS, 112 Rues Lane, East Brunswick, NJ. | fire fighters |
| NJ PROJECT | Fire fighters training material. Lecture manuals, demonstration manual, practical training manual (hands-on). Federal, state and local funding. Contact James M. Mackenzie, Sr ., Burlington CAVTS, Mt. Holly, NJ. | fire fighters |
| NJ PROJECT | The agriculture/agribusiness/natural resources education unit of the bureau of vocational-technical occupational programs, state department of education, has assumed responsibility for the completion of part of a national project for the identification of competencies in agricultural occupations. The occupational field of Arboriculture has been assumed by the unit as its responsibility toward completion of the national project goals. Occupations in the field up to the mid-management level have been identified. Competencies within the occupations have been validated by a questionnaire circulated to 750 arborists. Funding: state. Contact James A. Sheaffer, Director, Agriculture/Agribusiness/ Natural Resources Education/State Department of Education. | agriculture<br>competency-based<br>goals |
| NJ PROJECT | Distributive education cooperative program for emotionally disturbed youth. Federal and state funidng. Contact Clifford Nussbaum, Vineland Residential Center, 2000 Maple Drive, Vineland, NJ,,08360. | exceptional<br>distributive education |
| NJ PROJECT | Distributive education cooperative programs training students for entry in hotel/motel field. Federal and local funding. Contact John Bagnell, Atlantic City High School Albany and Atlantic Avenues, Atlantic City, NJ, 08401; or Rosalyn Castorina Atlantic City Vocational-Technical, 41 Illinois Avenue, Atlantic City, NJ. | distributive education |
| NJ PROJECT | Distributive education in nonpublic schools (parochial). Five programs in the state, first in the nation. Funding: local AAA M75-1661. Contact Robert D. Joy, Director, Distributive Education Unit, Vocational Division, Department of Education. | distributive education<br>nonpublic |
| NJ PROJECT | Distributive education for bilingual students, distributive education program at schools where English is a second language. Federal, state and local funding. Contact Herbert Burke, Perth Amboy High School, Eagle Avenue, Perth Amboy, NJ, 08861. | distributive education<br>bilingual |
| NJ PROJECT | Distributive education at a training school for girls. A cooperative work release program for institutionalized girls. Originally federally and state funded, now local. Contact Gene D. Dolnick, Wilson School Training School for Boys/Girls, Box 500, Jamesburg, NJ, 08831. | distributive education<br>corrections<br>public offenders |

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| NJ PROJECT | Distributive education for incarcerated boys. A cooperative work release program, the first in the nation, that has received national awards and recognition for its significance and success. Originally funded by federal and state, now local. Contact Gene D. Dolnick, Wilson School Training School for Boys/Girls, Box 500, Jamesburg, NJ, 08831. | corrections<br>distributive education<br>public offenders |
| NJ PROJECT | New Careers in Education (NCE). Individually guided education within the framework of the multi-unit school is the initial emphasis of the New Careers in Education project. The aim of the NCE project is the identification of more productive and imaginative avenues of managing existing school resources on the elementary, middle/junior high and secondary school levels. The two goals of individually-guided education are: 1) the individualization of instruction and 2) the self-improvement process. The instructional and administrative organization (MIS) enables educational decision making, open communication and accountability to occur at appropriate levels of the school system. The individually guided education concept provides a framework whereby students are grouped for various time spans into four basic learning modes: independent learning, one-to-one study, small group learning, and large group or presentation learning. Appropriate media are selected to suit individual learning styles. Continuous evaluation of the individuals's progress insures relevant instruction and students group and regroup as they pursue new learning objectives. Thru self-improvement process, personnel learn how to work cooperatively, share decision making, capitalize on the talents of individuals, utilize time in different ways, reorganize the learning environment, share ideas and direct constructively the energies of everyone toward the improvement of teaching and learning. The NCE project, viewed as a special state project of the department of education and administered by the research and development project center is working with the Wisconsin Research and Development Center for Cognitive Learning; the Institute for Development of Educational Activities, Inc. (IDEA), an affiliate of Kettering Foundation and the University of Wisconsin, Sears-Roebuck Foundation Teacher Education Project in order to provide support services to facilitate individually guided education implementation. Contact Anthony E. Conte, Director, New Careers in Education, 1000 Spruce Street, Trenton, NJ, 08638. | career<br>instruction---<br>individualized<br>evaluation |
| NJ PROJECT | Northeast Network for Curriculum Coordination. The purpose of this project is to develop a media program for the inservice training of curriculum developers. It will consist of a series of filmstrips and cassettes for career and vocational-technical educators. Federally Funded. Contact Joseph F. Kelly, Education Director, Bureau of Occupational and Career Research Development, Division of Vocational Education, State Department of Education. | inservice training<br>career<br>vocational<br>teachers |

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| NJ PROJECT | Effective Staff Performance Model. In conjunction with the Wayne design of career education and a relate to the state mandate for thorough and efficient a model incorporating elements significant to teacher/student performance is emerging. The components of this model include assessment of needs (community, student, school), school/community goals, expected outcomes, integration of career education into curriculum, job description, PERT, MBO, programs/services, evaluation-product/process. Funding: OSOE Part D. Contact Adrian Van Zweden, Wayne Board of Education, Wayne, NJ, 07470. | needs assessment career |
| NJ PROJECT | Full scale models of career resource centers. Using available furniture and some refurbished display manikins, the occupational resource center has provided three dimensional models of best practice of action agencies supporting career orientation and exploration programs in over 40 elementary and secondary schools. They are called career resource centers. Exposure to the concept is provided in mini-tours conducted by center staff. Funding: federal. Contact Edwin York, Director, Occupational Resource Centers, Room 301, State Department of Education. | occupational resource center |
| NJ PROJECT | Unique publications series. Approximately twenty publications related to career development or vocational-technical education are available at any one time from the occupational resource centers. Chosen for the currency of their themes, they have been written by knowledgeable educators and prepared in brief and attractive formats. Four examples of these publications demonstrate the great diversity of purposes and reader targets: 1) A Career Resource Center for Your School or District; 2) Building Self-Esteem: A Necessary Process for Maximal Career Exploration; 3) Historic New Jersey Occupations; 4) 1900 Doctoral Dissertations Concerning Career Education, 1900-1975. Funding: federal. Contact Edwin York, Director, Occupational Resource Centers, Room 301, State Department of Education. | vocational occupational |
| NJ PROJECT | Wayne Design for Career Education. The prime thrusts of this K-adult project, third of the sets of three year Part D USOE projects include articulation, guidance/counseling decision making, occupational clusters. Thus, these dimensions will be integrated in the presently operating comprehensive career education package. Contact Adrian Van Zweden, Wayne Board of Education, Wayne, NJ, 07470. | career guidance |
| NJ PROJECT | Workshops and exhibits at the New Jersey Occupational Resource Center, Edison, NJ, 1975-76. Twenty two one-day workshops were scheduled, including The Metric System - How it Will Affect Vocational and Career Education, Women in the World of Work, Educational Games/Simulation Bilingual Material for Career Education, Career Education Material for the Handicapped, and Vocational-Technical Education in Correctional Institutions. Four traveling Smithsonian exhibits are scheduled for public display: Australia | metrics agriculture vocational bilingual exceptional women corrections |

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| NJ PROJECT | (Continued) Goes Metric, Workers and Allies--Women in the Labor Movement , American Agriculture - A Continuing Revolution, and The Hand of Man on America. Funding: federal. Contact Edwin York, Director, New Jersey Occupational Resource Centers, Room 301, State Department of Education. | |
| NJ PROJECT | Workshop on innovative services available to New Jersey postsecondary educators. This one day workshop attended by sixty postsecondary educators demonstrated the computer assisted career information system presently in use at Asbury Park Public School had the attendees participating in computer searches of ERIC literature. The aim of the workshop was to inform educators of the value and strength of resources available in New Jersey. Funding: federal. Contact Henry Tornell, Division of Vocational Education, State Department of Education. | career<br>computers<br>information system<br>postsecondary |
| NJ PROJECT | National conference on personnel development for postsecondary vocational and technical education programs of less than baccalaureate degree is to be held January 18-21, 1976 in St. Louis, Missouri. Sponsored by Mercer County Community College and the state department of education, division of vocational education, the conference will have the objectives of identifying exemplary personnel programs for postsecondary vocational and technical education throughout the nation. Resource persons throughout the nation who have demonstrated leadership in the field of personnel will be invited to participate. Funding: federal. Contact Charles Doty, 10 Seminary Place, Rutgers University, New Brunswick, NJ; Ronald Gepner, Mercer County Community College, 1200 Old Trenton Road, P. O. Box B, Trenton, NJ, 08690.; Henry E. Tornell, Division of Vocational Education, State Department of Education. | technical<br>vocational<br>inservice training<br>teachers<br>postsecondary |
| NJ PROJECT | Program linkages in vocational education for the educationally disadvantaged. A total program for special needs students includes early identification and an educational prescription that is developmental. For the educationally disadvantaged youngster a sequential program offering various options is being offered in the Lakewood School District. Technology for children (K-6) followed by Introduction to Vocations at the 7-8 grade level provides the student, in the elementary grades of a career awareness, an understanding of the work world. A student may then choose to follow an academic program or a vocational program. An employment oriented program is offered at the 9-10 grade levels. This is followed by skill training in an inschool vocational shop program, a cooperative program, or training in the county vocational school. Funding: federal, state and local. Contact George Ganvas, Lakewood School District, State Department of Education. | socially disadvantaged<br>vocational<br>technical |
| NJ PROJECT | Inservice teacher training project for vocational teachers in programs serving the educationally disadvantaged. Twelve teachers in vocational education programs for the disadvantaged were selected to develop a curriculum for an inservice | socially disadvantaged<br>inservice training<br>vocational<br>teachers |

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| NJ PROJECT | (Continued) program in methods and techniques in helping the vocational teacher better serve the disadvantaged. Ninety-seven teachers in 1975 were then enrolled in an inservice program taught by the twelve selected teachers. The program was a cooperative effort of the Bureau of Special Programs, Vocational Division, Rutgers and Glassboro State College. Eight of the twelve teachers are now (1975-76) conducting inservice programs at four sites for teachers of disadvantaged. Funding: federal. Contact Thomas McNulty, Bureau of Special Programs, Vocational Division, State Department of Education. | |
| NJ PROJECT | Program broadening. Students interested in the building trades may enroll in several of the construction areas at Millville High School to include masonry, carpentry, plumbing, electricity, air conditioning and refrigeration or cabinetmaking. Land is purchased by the board of education and through a cooperative venture of students enrolled in the named construction areas, a building is completed and later auctioned to the public. The purpose of this industrial arts program is to offer exploratory experiences in all of the construction areas to assist students in making realistic career choices and/or preparing them for entry into industry. Funding: local. Contact Roger Setser, Chairman, Industrial Arts, Millville High School, Millville, NJ, 08332. | industrial arts |
| NJ PROJECT | Curriculum enrichment. In an attempt to provide students with an additional exploratory career experience, Highland Park High School has instituted a course in appliance and vending machine repair as an addendum to its regular industrial arts offerings. The course is open to all high school students, grades 9-12, operating one period per day, five days per week, for the entire school year. The main objective of the program is to develop the ability to analyze and solve problems using major appliances and vending machines as a natural interest vehicle. Basic electricity concepts are taught through the use of testing equipment and meters in trouble shooting and servicing the pieces of equipment. Funding: local. Contact Richard Klawunn, Highland Park High School, North 5th Avenue, Highland Park, NJ, 08904. | industrial arts |
| NJ PROJECT | Consumer education. The state department of education has broken tradition and established a separate consumer education unit in the division of vocational education. This unique approach liberates consumer education from other subject areas and establishes it as a full-fledged member of the curriculum family. The move was designed to facilitate the initiation, development and expansion of consumer education programs which are broad and balanced in scope and designated to involve a maximum number of all students. To help insure the achievement of this goal, the consumer education unit has been charged with the administration of Part F (1968 vocational education amendments) funds. Funding: state. Contact William L. Johnston, Director, Consumer Education, New Jersey Department of Education. | consumer education<br>vocational |

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| NJ PROJECT | Introduction to vocations - a comprehensive middle school program. The curriculum management center will be field testing this handbook which is intended for use in grades 7-8 with specific emphasis upon its integration of the fifteen career clusters into an existing district curriculum. Exploration and orientation to careers will be incorporated into the ongoing curriculum at the above grade levels. Funding: state. Contact Fred Cappello, Director Vocational Curriculum and Media Development, Division of Vocational Education, State Department of Education. | career testing |
| NJ PROJECT | Introduction to vocations - slide presentation and narrative. This presentation explains the introduction to vocational program and its concept as well as a description of the fifteen occupational career clusters. Funding: state. Contact John W. Williams, Director, Introduction to Vocational, Division of Vocational Education, State Department of Education. | occupational |
| NJ PROJECT | Introduction to vocations - curriculum development. The curriculum management center will be field testing introduction to vocations career cycles that were developed during the 1974-75 year in the following occupational clusters: agri-business and natural resources, business and office education, communications and media, consumer and homemaking, environmental, health, hospitality and recreation, marine science, personal services. The curriculum management center will also be field testing career cycles dealing with specific job families related to the occupational clusters in the areas of astronomy, journalism, home gardening, foreign languages, consumer and advertising, math, world trade, advertising, visual arts. Funding: state. Contact Fred Cappello, Director, Vocational Curriculum and Media Development, Division of Vocational Education, State Department of Education. | career curriculum development |
| NJ PROJECT | A career development program for special education students from ages 3-21. Career awareness is developed from ages 3-12 through use of the technology for children and social learning curriculum. Career exploration and experience are emphasized from ages 12-16. Specific programs providing this are: 1) introduction to vocations, 2) work experience career exploration (cooperative program for 14-15 year olds) and specific instruction in: a) food preparation and services, b) light manufacturing, c) hotel/motel housekeeping, d) office machines, e) introductory printing and engraving, f) needle trades and g) retailing. From ages 16-21 students participate in cooperative and other work programs for which their skills have prepared them. Ten percent set aside by Vocational Education Act of 1968 amendments; Title VI Section 406, Public Law 93-380, USC 1865 fund this project. Contact Robert E. Lampert, Director of Special Education, Pascack Valley Council for Special Education, Roberge School, River Vale, NJ. | career exceptional |
| NJ STUDY | An assessment of technology for children in selected school districts. The purpose of this study is to determine the degree to which T4C students attain career maturity and are turned on to school. The | assessment technical testing |

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| NJ STUDY | (Continued) students will be taken from cities involved in the governor's career development project. Data will be provided by two standardized instruments and school records on a pre- and post basis. Contact Virginia Simonson Wardell, Board of Education, Trenton City Schools, 108 N. Clinton Avenue, Trenton, NJ, 08609. | |
| NJ STUDY | The effectiveness of technology for children as a means for increasing career awareness and positively oriented motivation toward the school situation. The purpose of this experiment will be to determine if sixth grade students who have been exposed to the technology for children program for a minimum of one year and preferably for a two year time span, will be significantly more mature in their outlook toward careers. Another facet of the study will be to ascertain if students who are exposed to the T4C program are more positively motivated toward school than those who are not exposed. Contact Robert Perkowski, Media and T4C Coordinator, Passiac Public School, Passiac, NJ. | technical<br>assessment |
| NJ STUDY | The development of a systematic means of measuring the adoption of an educational innovation - technology for children (T4C). Two measures will be developed to determine the extent to which a teacher is implementing T4C. One will assess the teacher's recognition of and commitment to the philosophical foundations, objectives and substantive content of the innovation. The other will consist of an on-site process evaluation. Research activities will include defining the innovation, operationalizing the definition through the development of instruments and utilizing procedures for assuring instrument reliability and validity. Contact Elaine Douma, Project Coordinator, Wayne Career Education, Wayne, NJ. | evaluation<br>technical<br>teachers |
| NJ STUDY | Third party evaluation for the governor's career development education project at Asbury Park, Atlantic City, Bridgeton, Camden, Jersey City, Keansburg, Lakewood, New Brunswick, Newark, Orange, Paterson, Perth Amboy, Plainfield, Rahway, Salem, South Brunswisk, Trenton and Union City. Contact Communication Technology Corporation, State Department of Education. | career<br>evaluation |
| NJ STUDY | Third party evaluation for a New Jersey Regional Management Center for vocational-technical and career education curriculums. Contact Communication Technology Corporation, State Department of Education. | career<br>vocational<br>regional<br>evaluation |
| NJ STUDY | Validation of assessment measures for use with disadvantaged enrollees in occupational training programs. Contact Benjamin Shimberg, State Department of Education. | assessment<br>socially disadvantaged<br>occupational |
| NJ STUDY | Vocational interest and maturity study in Atlantic City's secondary schools. Contact Michael J. Costaris, State Department of Education. | vocational |
| NJ STUDY | Model for cost per pupil for vocational education programs and types of schools. Contact Albert G. Gasior, Rose R. Kocinski, Charles R. Doty, State Department of Education. | vocational |

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| NJ | STUDY | A study of cooperative industrial education for disadvantaged students in Union County, NJ. Contact James F. Pen, State Department of Education. | industrial<br>socially disadvantaged |
| NJ | STUDY | A model instrument for gathering occupational needs data: a doctoral study. Contact Ronald T. Chuchola, State Department of Education. | needs<br>occupational |
| NJ | STUDY | The effects of a vocational education training program on the career maturity level of disadvantaged ninth grade junior high school youth: a doctoral study. Contact Eric A. Cicchetti, State Department of Education. | vocational<br>socially disadvantaged |
| NJ | STUDY | Construction and validation of a teaching competency examination for the certification of vocational teachers: a doctoral study. Contact Morris S. Fabian, State Department of Education. | competency-based<br>certification<br>vocational<br>teachers |
| NJ | STUDY | A study of classroom environments, student activities and teacher beliefs in selected technology for children classrooms. The purpose of this descriptive study is to investigate and describe certain aspects of technology for children classrooms. The participants are volunteers. Contact Wesley Perusek, Research Associate, Technology for Children Project. | accountability<br>technical<br>students<br>teachers |
| NJ | STUDY | Statewide curriculum development project. The curriculum management center will be field testing projects developed during the 1974-75 year and continuing development on projects initiated in 1973-74. Both vocational-technical and career education projects are involved. The projects emphasize materials developed to meet local and state needs. Contact Joseph F. Kelly, Education Director, Bureau of Occupational and Career Research Development, Division of Vocational Education (ad hoc), State Department of Education. | curriculum development<br>testing<br>career<br>vocational |
| NM | HB 233<br>HB 9<br>Ch 9 | (Special Session) Transfers the state administration to the vocational agriculture education program from Santa Fe to the vicinity of New Mexico State University in Las Cruces. The vocational agriculture unit will remain responsible to the Vocational Education Division of the state department of education, but the sponsor and supporters of the bill anticipate improved vocational agriculture program assistance to the local school districts through close association with the New Mexico State University. Emergency clause. | agricultural |
| NY | PROJECT | Small business bookkeeping. A suggested adult business education course. Contact State Education Department, Bureau of Continuing Education Curriculum Development. | bookkeeping<br>adult education |
| NY | PROJECT | Identifying opportunities for employment assists students in evaluating their interests and abilities, prepare for employment, explore the world of occupations, plan and prepare for job interviews and secure employment. Contact State Education Department. | career |
| NY | PROJECT | Integrating deaf students for career education describes an experimental approach undertaken by New York State whereby deaf students from state | career<br>exceptional |

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| NY | PROJECT | (Continued) supported schools for the deaf were integrated for occupational education on a half day basis on a regional public school agency called the board of cooperative educational services. The problems faced and the results obtained during two years years of experience with two different schools for the deaf are reported. The success of the integrated program has been demonstrated with additional schools for the deaf being included subsequently. Contact State Education Department. | |
| NY | PROJECT | Vocational rehabilitation. Rehabilitation services are designed to assist the individual in achieving increased independence and a greater capacity to contribute productively toward the well-being of the family and community. Contact State Education Department. | vocational |
| NY | PROJECT | "Occupational education", a position paper #11, contains short and long range guides for the development of occupational education. Contact State Education Department. | occupational |
| NY | PROJECT | Secretarial practice syllabus consisting of advanced typewriting, adding and calculating machines, machine transcription, duplicating machines, filing and records management, data processing, communications, human relations, stenographic skill development, office job seeking and related secretarial office procedures. Contact State Education Department, Bureau of Secondary Curriculum Development. | secretarial |
| NY | PROJECT | Medical assisting. The purpose is to prepare the student for employment as a medical assistant. A valid secondary objective is to provide entry-level instruction to students wishing to enter post-secondary study for certification or licensing in health occupations requiring additional formal education. Contact State Education Department, Bureau of Occupational and Career Curriculum. | medical assisting |
| NY | PROJECT | Dental assisting. The purpose is to prepare the student for employment as a dental assistant. A valid secondary objective is to provide entry-level dental assistant education to students wishing to enter postsecondary study for certification or licensing in other dental occupations. Contact State Education Department, Bureau of Secondary Curriculum Development. | dental assisting |
| NY | PROJECT | Distributing and marketing syllabus for the 11th grade is the subject matter of an occupational preparatory program for persons interested in employment primarily in the wholesale and retail trades. Contact State Education Department, Bureau of Secondary Curriculum Development. | marketing distribution |
| NY | PROJECT | Building maintenance syllabus is a two-year trade education course. Student abilities range from those whose employment prospects are the simplest custodial work to those who, with experience and some advanced education, may eventually be superintendents of building complexes, residential, commerical or industrial or own a private maintenance contracting business. Contact State Education Dept.,Bureau of Secondary Curriculum Development. | building maintenance |

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| ND | HB 1020<br>15-20.1-01-16 | Authorizes the creation of multi-district vocational education boards. | vocational<br>school districts |
| ND | HB 1021<br>15-41-24 | Counting cooperative vocational courses for accreditation. | accreditation<br>cooperative education |
| ND | HB 1022<br>15-40.1-16,16.1,17 | Transportation aid for cooperative vocational programs. | transportation<br>cooperative education<br>state aid |
| ND | HB 1090 | Permits school district to lease vocational education facility not to exceed twenty (20) years. | facilities<br>vocational |
| OH | HB 409 | (Amended) permits a second-year student in a vocational child care training program to serve under supervision as a child-care staff member in a child day-care center. | child care |
| OH | HB 464 | Permits schools to include special and vocational education students in new units in calculations of average daily membership. | state aid<br>attendance<br>career<br>exceptional |
| OK | PROJECT | Teaching shorthand with video tapes. An innovative approach to teaching shorthand by use of video tapes, freeing the teacher for more individual help and individualized instruction. Contact Nancy Neighbors, Choctaw High School, P. O. box 249, Choctaw, OK, 73020. Funding: federal. | shorthand<br>instruction--media<br>instruction--individualized |
| OK | PROJECT | Leadership, education apprenticeship program. A program to develop leadership in a middle income community utilizing civic clubs, speech classes and apprenticeship from the various professional fields. Contact Roger Pryor, Western Heights School, 340 North Council Road, Oklahoma City, OK, 73127. Funding: federal. | work study<br>speech |
| OK | PROJECT | Practical economics and employment. An approach to practical economics and through cooperative projects, is creating jobs and the practical experience in the economic area. Contact Billy D. Childress, Ripley Schools, P. O. box 65, Ripley, OK, 74062. Funding: federal. | economics<br>career |
| OK | PROJECT | Increase awareness of career education. A library resource oriented project that provides for all high school students exposure to all occupations and the job and salary potential. Contact Janelle L. Kirby, Putnam City High School, 5300 N. W. 50th Street, Oklahoma City, OK, 73122. Funding: federal. | career<br>library |
| OK | PROJECT | A career education project utilizing latest information and techniques including video tapes of industry , etc.,to bring about awareness and motivation for occupations. Contact David Williams, Assistant Superintendent Durant Schools, 405 N. 5th Street, Durant, OK, 74701. Funding: federal. | occupational<br>instruction--media |
| OK | STUDY | The assessment of the ability of the general aptitude test battery to identify educationally disadvantaged students in selected course offerings in Oklahoma Area Vocational Technical Schools. | socially disadvantaged<br>vocational<br>assessment |

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| OK | STUDY | (Continued) Contact John Starr, 1515 W. 6th Street, Stillwater, OK, 74074. | |
| OR | SB 30 | Revision of laws relating to private vocational schools. Redefines agent and vocational school. Exempt certain schools. Increases license fees. Modifies requirements of proof of financial responsibility. Adds to considerations for determining refund schedules. Modifies basis for revoking licenses. Adds two to four students or former students to advisory committee. Prescribes criteria for minimum licensing standards to be adopted. Requires state board of education to adopt schedule of civil penalties. For credit to be given by community college for work taken in vocational school, requires school to be domiciled in state and work to be approved for credit by superintendent of public instruction. Provides penalties. | vocational<br>licensing<br>accreditation<br>nonpublic |
| OR | SB 200<br>Ch 637 | Creates a state advisory council for career and vocational education, appointed by the governor, which would contract with non-profit organizations, educational institutions and state and federal agencies. It would advise the state board of education in administration of the state plan for career and vocational education and evaluate program effectiveness. | career |
| OR | PROJECT | Emerging Trends for Educational Planning, Vol. 1, No. 8, November, 1974, discusses career education and its growth. The goal for career education is to make it a part of all students' curriculum from K-12 and beyond and assuring every student will have skills to find and hold jobs when leaving school. Major thrust is inservice training for teachers. Included is a statewide survey of professional development needs of secondary vocational personnel. Other studies by the office of education are cited. Attempts are being made to improve the quality of career choice, improve career entry chances, provide support for career mobility and find new settings for learning. Contact Office of Assistant Superintendent, Program Management Support, Oregon Department of Education. | career<br>inservice training<br>teachers |
| PA | PROJECT | The development of an educational common market between Pennsylvania and New Jersey. Three main parts: 1) meetings concerning common market problems (tuition differential, etc.) between Pennsylvania Department of Education and New Jersey Department of Education; 2) development of regional external degree consortia in Pennsylvania Higher Education Planning Regions I and II, New Jersey expertise (Thomas A. Edison College) will be utilized as consultants including other external degree colleges in the United States; 3) development of adult career and educational referral counseling centers in public libraries and in Pennsylvania Bureau of Employment Security offices. Funding: federal (FIPSE) and state postsecondary vocational education for counseling centers. Contact Michael L. Kelly, room 351, Department of Education. | cooperation - interstate<br>diplomas and degrees<br>career<br>adult education<br>libraries<br>postsecondary |
| PA | STUDY | Engineering manpower study was completed in 1975. This study of Pennsylvania's demand, supply and resulting needs for baccalaureate or higher | manpower needs<br>engineering<br>postsecondary |

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| PA | STUDY | (Continued) degree-holding engineers includes a seperate analysis of need in each major area of specialization. Consideration is given to emerging categories of engineer and the impact of the energy crisis. Funding: state. Contact George Brehman, Division of Research, Department of Education. | |
| PA | STUDY | Postbaccalaureate activities of the class of 1974 in Pennsylvania. With the help of college placement officials, 1974 baccalaureate graduates were asked what they were doing. As of late fall, fifteen percent were still seeking jobs. Full-time employment had been obtained by sixty-two percent and thirty eight percent of those working had positions they considered highly related to their college majors. Almost seventy five percent of those employed were in Pennsylvania. About ten percent had gone on to graduate school. Major disciplines in which graduates had the greatest success in finding jobs were: engineering, computer sciences and health professions. Liberal arts graduates had the greatest difficulty in finding jobs. Only about forty-eight percent of newly prepared teachers were hired as teachers in 1974 compared to almost seventy-six percent in 1968. Funding: state. Contact William Donny, Division of Research, Department of Education. | career<br>postsecondary |
| PA | STUDY | Evaluation of educational programs in correctional institutions. The purpose of the study was to evaluate 1974-75 basic education, vocational and college programs in the eight state correctional institutions. The study sought to determine the offenders' views of the program and to examine the quality of the different program offerings. In general these programs provide a good orientation on the importance of education to future employment and on available courses. However, many offenders were in courses with little relationship to their job plans. Educational programs were considered as "average". The outstanding problem seems to be lack of job placement service and real job opportunities for released offenders. Recommendations for improvement were included. Funding: state. Contact James Lewis, Division of Research, Department of Education. | vocational<br>corrections<br>evaluation |
| RI | HB 5643<br>Res. 766 | Asks the state board of regents to consider the feasibility of providing two year vocational programs at the post high school level. | vocational<br>postsecondary |
| RI | PROJECT | Following a major study of vocational education, giving special attention to the needs of all significant populations, the bureau of research, planning and evaluation has completed a master plan for vocational education. The plan has been approved by the board of regents and is in the process of implementation. A new administrative unit will be created within the department to implement the master plan. Goals for implementation of the master plan have been targeted over a two-year period. Related activities currently being carried on by the bureau are a project creating an occupational information system, assisting in the establishment of a state referral and counseling | vocational<br>master plan<br>information system |

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| RI | PROJECT | agency, and the Ocean State project in cooperation with the state economic development department. The latter project will seek to identify existing training facilities and programs and possible gaps in training, and develop a cost-benefit analysis of investment alternatives. Contact Henry W. Stevenson, Jr., Assistant Commissioner, Bureau of Research, Planning and Evaluation, Department of Education, 199 Promenade Street, Providence, RI, 02908. Funding: state and federal. | |
| SC | H 2922<br>R 288 | Authorizes the creation of vocational schools and school boards by school districts without regard to county lines and provide for their functions and duties and provide penalties for damages to property of the schools. | vocational<br>facilities<br>safety and security<br>school districts |
| SD | SB 37 | Prohibits construction of union buildings and recreational facilities for postsecondary vocational students by school districts. Requires periodic assessment and inventory of facilities in post-secondary education schools by department of education and cultural affairs. Prohibits erection or purchase of dormitories for such schools. | facilities<br>vocational<br>postsecondary |
| SD | SB 38 | Requires seperate accounting for funds for operation of postsecondary vocational programs. | finance--<br>structure<br>vocational<br>postsecondary |
| SD | SB 39 | Requires state board of vocational education to establish rules to control duplication of programs and to restrict multi-district secondary vocational centers form establishing postsecondary education schools. Provides for petition to the legislature for approval to operate a postsecondary vocational education school. | vocational<br>postsecondary |
| SD | SB 41 | Changes board of vocational education from five to seven members, two appointed at large; adds confirmation by senate. Amends to have board of vocational education perform those functions assigned in 13-39 and other law. Adds a new section allowing board of vocational education to fix salary of director, subject to approval of governor and 4-7-10.1. Requires board of vocational education to appoint a director. | vocational |
| TN | HB 813<br>Pub Ch<br>260 | Allows development of alternate method for delivery of comprehensive vocational education services. | vocational |
| TN | HJR 7 | Directs joint committee on vocational education in grades 7-12 to continue and expand its study. | vocational |
| TN | SB 690<br>Pub Ch.<br>88 | Requires vocational and technical training in state-supported institutions to be offered on non-discriminatory basis. | vocational<br>discrimination |
| TN | SB 922<br>P.C. 140 | (Same as HB 835) Allows state board of education to prescribe rules and regulations for bank accounts and fund disbursements for state technical institutes. | technical |

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| TN | HR 124 | Requests education officials to encourage school districts to follow guidelines in locating vocational education centers. | vocational<br>school districts |
| TX | HB 688 | Authorizes two new state student grant programs to be administered by the coordinating board - the Texas Assistance Grants Program and the Texas Public Educational Grants Program. Under the Texas Assistance Grants Program, needy students enrolled in approved postsecondary public and private institutions could qualify for grants up to a maximum of $1,000 during any one fiscal year. The Texas Public Education Grants Program authorizes state institutions to set aside twenty-five cents from each hourly tuition charge and six percent of hourly tuition charges for vocational-technical programs at public community colleges. Each institution may use the funds set aside for student grants or may transfer the funds to the coordinating board for matching federal or other grant funds to be awarded to students enrolled at the institution. The coordinating board is directed to review institutional guidelines for awarding student grants. The grant programs established by the act replace certain tuition and fee exemption programs enacted in the past. | financial aid<br>vocational<br>nonpublic<br>postsecondary<br>community colleges |
| TX | HB 1673 | Relates to educational services for the blind and visually handicapped. Provides for early identification and appropriate referral of blind and visually handicapped individuals. Establishes the Governor's Coordinating Office for the Visually Handicapped. Prescribes minimum standards and procedures to assure the more adequate education of individuals handicapped by serious visual loss. Delineates the responsibilities of certain state-supported organizations carrying out activities impacted upon or impacting upon educational effort in behalf of blind and visually handicapped individuals. Authorizes the Texas School for the Blind to conduct research, demonstration and training activities necessary for the fostering of greater adequacy in the education effort exerted in behalf of blind and visually handicapped students by the local independent school districts of the state. Provides for necessary administrative and programmatic improvements at the Texas School for the Blind. Authorizes the establishment of a pilot program of state purchases of goods and services manufactured by multiply handicapped blind individuals who do not derive sufficient benefits from education programs to be enabled to undertake employment in competitive job settings. | exceptional<br>career |
| TX | SB 267 | Adds three additional members to the advisory council for technical-vocational education and provides that the council shall support actions and activities to encourage and strengthen local and regional vocational advisory councils in carrying out their responsibilities. | vocational |
| TX | SB 706 | In order to achieve better coordination of the development of postsecondary education in the state, SB 706 was enacted which delegates additional powers and duties to the coordinating board, Texas College and University System. Authorizes | enrollment<br>vocational<br>facilities<br>community colleges<br>postsecondary |

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| TX SB 706 | (continued) the board to make recommendations to the legislature with respect to maximum enrollment limits for each public institution of higher education and for any department, school, degree program or certificate program at individual institutions. Board approval is required before an approved degree or certificate program may be expanded to include additional subject matter courses and before off-campus courses for credit may be offered by a public college or university. The board is also authorized to contract with the state board of education for the assumption of administrative responsibilities for technical-vocational education programs in public post-secondary community colleges, technical institutes and other eligible public postsecondary institutions and the board is directed to coordinate credit and noncredit activities of adult and continuing education programs offered by public colleges and universities. In order to assure efficient use of construction funds and the orderly development of physical plants, SB 706 authorizes the rehabilitation of all buildings and facilities financed in whole or in part with state funds, regardless of the proposed use of the facilities, unless the project has been specifically approved by the legislature. The bill also directs the board to ascertain that standards and specifications for new construction and rehabilitation projects conform to statutory standards for the handicapped. | |
| TX PROJECT | Texas will join a ten state consortium which funds a major vocational materials curriculum development center in Stillwater, Oklahoma. Under the plan approved by the board, the Texas Education Agency hopes to meet particular needs in five program areas: health occupations, office occupations, coordinated vocational-academic education, handicapped programs and some industrial education areas. Health and office occupations courses, which enroll some 90,000 texans in the high schools, community colleges and adult education centers, are hard-pressed for quality instructional materials according to agency staff specialists. Direction for the curriculum staff at the Oklahoma center will be provided by a board of directors made up of representatives from each of the ten states in the consortium. The board approved $12,000 as Texas' share of support for 1975. | vocational<br>industrial<br>curriculum development<br>exceptional<br>office occupations<br>health occupations<br>adult education<br>community colleges |
| TX PROJECT | Need for bilingual secretaries prompts school officials to begin unique program. Preparing students to be bilingual office workers is a logical step for the vocational office education program to take in a multicultural city such as Laredo. The program has been limited to one classroom, one teacher and twenty-five students each semester. Students are recruited by counselors and other classroom teachers. To enter the program, students must complete one year of typing and Spanish I and II and they must be at grade-level in English. Students enter the program their junior year, and their work that year is confined to classroom and laboratory work. Their senior year they spend half time each week in class and laboratory and the remainder of their hour working in various Laredo businesses and | secretarial<br>bilingual |

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| TX PROJECT | (Continued) industries. They receive instruction in typing, shorthand, business machines, accounting and other related business subjects, with special emphasis on the Spanish language and English as a second language. Much of the time of the director of the program is spent in working with employers and prospective employers. Contact Vidal M. Trevino, Superintendent, Laredo ISD, 1702 Houston Street, Laredo, TX, 78040. | |
| TX PROJECT | Orange County Career Education Project in Orange county is designed to aid teachers, counselors, administrators and members of the community in introducing career education practices and concepts into the regular curriculum. The program is designed for all levels (K-12). The districts involved range from small to large, rural to urban. Funding: federal. Contact Gerald Eddlemon, Orange County Career Education Project, P. O. box 1107, Orange, TX, 77630. | career<br>community involvement<br>teachers<br>counselors<br>administrators |
| TX PROJECT | Computerized occupational data bank in Region IV Education Service Center. A self-directed career exploration experience for secondary students with over four hundred titles to select from. Information includes activities, job requirements, working conditions, earnings, local training sources and outlook with constant update. Funding: Moody Foundation. Contact Mike Say, Region IV Education Service Center, P. O. box 863, Houston, TX, 77001. | occupational<br>computers<br>information system |
| TX PROJECT | Vocational office education at Forney Independent School District. A small school district in a small community has developed an effective vocational office education program, utilizing classroom concepts of individualized learning and student progress. Classroom and club activities complement each other in the total development of the student in office occupations. Funding: state. Contact A. D. Whitaker, Forney Independent School District, 811 S. Bois D'Arc, Forney, TX, 75126. | office occupations<br>instruction---<br>individualized |
| TX PROJECT | Cross-age tutoring in the scoial studies laboratory in Denton Independent School District. Students interested in child-related careers get an opportunity to test their aptitude and enthusiasm for this field of work in this program for credit. After orientation and training, the high school seniors assist individual children at all levels of achievement in the elementary school laboratory. Thus, the program also provides a valuable service to teachers in the elementary schools, who express pleasure at having the young instructional assistants helping the. Funding: state and local. Contact Mary Tom Price, Denton Independent School District, 1205 University Drive West, Denton, TX, 76201. | early childhood<br>instruction---<br>peer tutoring |
| TX PROJECT | Community education at Lockhard Independent School District. Opening the doors of the school to the entire community is the objective of the Lockhart community education program. Preschoolers through senior citizens participate in vocational and educational classes and recreational activities --all self supporting. Contact James G. Horn, Lockhart Independent School District, Box 120, Lockhart, TX, 78644. | community education<br>vocational |

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| TX PROJECT | Dixie Elementary Fun Fridays at Tyler Independent School District. Program held on Friday afternoons each week that gives students opportunities to choose activities of special interest such as art, crafts, choral music, Spanish, anthropology and career awareness. Funding: state and local. Contact A. F. Wilson, Tyler Independent School District, Box 2035, Tyler, TX, 75701. | career |
| UT HB 207 | Amends existing statutes and charges the membership of the state board for vocational education to include three members from the state board of education, two members from the board of regents, and two members from the state advisory council for vocational education. Presently, the eleven state board of education members also comprise the membership of the board for vocational education. | vocational |
| UT PROJECT | Experience-based careers at Salt Lake City School District, state funded. Contact Rosamond Denman, Salt Lake City School District, 440 East First South, Salt Lake City, UT, 84111. | career |
| UT PROJECT | Dropout prevention through career awareness and skill development at San Juan School District. Funding: state. Contact R. E. Everett, San Juan School District, 207 North First East, Monticello, UT, 84535. | socially disadvantaged--dropouts<br>career |
| UT PROJECT | Career development dropout program at Logan and Cache School Districts. Funding: state. Contact Leo Johnson, Logan City School District, 101 West Center, Logan, UT, 84321. | career<br>socially disadvantaged--dropouts |
| VA SB 532 Ch. 139 | A project, as used herein, shall refer to a special vocational educational project, supplementing the regular vocational education program, designed to provide effective practical training to students in secondary schools by optional and voluntary participation. Such projects may be constructed on school board property or other public property. Projects also may be constructed on a site acquired for such purpose. | vocational |
| VA SB 647 Ch. 147 | On and after September 1, 1976, each school board shall provide information relating to employment opportunities for all students graduating from or leaving the public schools in the school division. No fee, compensation or other consideration shall be charged to or received from any student utilizing such services. In providing such services, a school board shall consult and cooperate with the Virginia Employment Commission. The board of education may recommend methods for providing such services. The state department of education may provide assistance to school divisions in establishing and providing such services upon request. | guidance<br>job placement |
| WA SB 2463 Ch. 174 | (Substitute) Establishes a seven member commission on vocational education. Abolishes the coordinating council for occupational education. The commission is composed of five lay members appointed by the governor and confirmed by the senate, the | vocational |

| | | | |
|---|---|---|---|
| MA | SB 2463 Ch. 174 | (Continued) superintendent of public instruction and the director of the state board for community college education. The commission's responsibilities are to develop a state plan for vocational education which is appropriate for both federal and state vocational funds, to adjudicate disputes arising between the delivery systems and to comply with federal requirements for a single state agency administratively responsible for vocational education. Other significant elements are: 1) a definition of secondary and postsecondary educational responsibilities for the common schools and institutions of higher education, with the intent that comprehensive educational systems include a strong emphasis on vocational educational programs; 2) the current five vocational-technical institutes are established statutorily within the common school system and their service areas are defined; 3) administration functions not directly related to planning and adjudication of vocational education programs are transferred to the delivery systems; 4) a planning process which will encourage local cooperation in providing specialized vocational education programs and retaining at the state level only final adjudicative authority when the local cooperation system breaks down. | |
| MA | SB 2633 Ch. 262 | Directing state board of education to authorize high school credits for persons accepted into the national guard high school career training. | public servants<br>diplomas and degrees |
| WV | HB 1219 | Removes the legal requirements concerning qualifications, rules and regulations governing eligibility of applicants to participate in vocational educational programs which are now contained in Code 18-2b-6. | vocational |
| WI | AR 17<br>AR 18 | Requested an attorney general opinion on whether the Wisconsin Constitution prohibited the charging of tuition at vocational, technical and adult education schools. Opinion received May 7. | tuition<br>vocational<br>adult education |
| WI | PROJECT | Comprehensive program for hearing impaired children, a Title VI-B project. The purpose is a coordinated effort by the state education agency to implement the total program for hearing impaired children. Four major elements: 1) disseminate information about the total program; 2) one goal is to form a working glossary relating to total communication, to develop more consistency and uniformity in the use of sign language; 3) to correlate school instruction training procedures and curriculum with employment opportunities; 4) to improve conditions under which hearing impaired children must leave their home setting to participate in training programs. Contact John Stadtmueller, Room 719, Department of Public Instruction. | exceptional---<br>hearing impaired<br>curriculum |
| WY | PROJECT | Industrial education. Approach to career awareness, K-6. Contact Marjorie Inmon, Buffalo Ridge Elementary, Cheyenne, WY, 82001. Funding: federal. | industrial |

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*SURVEY OF THE STATES*
**1975 EDUCATION LEGISLATION**
**SECTION I**
*EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203*

Name of Respondent: _____

Title: _____

Telephone: _____

Please address questions about this survey to Denise Kale Hayes, Department of Research and Information Services. (303) 893-6200

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INSTRUCTIONS: The descriptions of legislation on both sides of the attached pages have been Xeroxed from ECS file cards. We have filled in the boxes above each description with the information we have on hand. Please add the missing information for each description, using the example below as a guide (correct the description if necessary). If your organization publishes an education legislation summary, a copy of that document with appropriate additional information (per example) will serve in lieu of filling out the legislation part (SECTIONS I & Ia) of this survey. If you send us a summary, please return all of SECTION I with it, along with your responses to SECTIONS II & III.

ECS Research and Information Services

| STATE | BILL NO. | STATUTE NO. | YR. | E | F | V | C | OTHER | INDEX |
|---|---|---|---|---|---|---|---|---|---|
| AR | HB 553 | | 75 | | | | | | student control |

Establishes grounds for dismissal, suspension or expulsion of pupils and spells out procedures that must be followed to assure pupil of right to due process; requires schools to have policies which "emphasize prevention of dismissal action through early detection of problems and to recognize continuing responsibility of school for educating pupil during dismissal period."

**EXPLANATION OF TERMS IN EXAMPLE ABOVE**

**STATUTE NO.** If possible, please fill in this box with correct statute number of bill enacted.

**E = ENACTED.** Please check this box if bill was enacted, or if resolution, memorial or initiative was adopted.

**F = FAILED.** Please check this box if bill failed for any reason and will *not* be carried over to next year under the same bill number.

**V = VETOED.** Please check this box if *any* bill was vetoed by the governor.

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**OTHER** means any other disposition of the bill. Please fill in with appropriate word.

No. – Fld. – Descriptor – Code. Ignore this; it is for inhouse use only.

**DESCRIPTION.** The bill descriptions on the following pages are necessarily brief. However, if you feel any of them to be inadequate or if a request for more information appears at the end of a description, we would appreciate your additions or corrections.

*SURVEY OF THE STATES* **1975 LEGISLATION**

State_____ **1975 EDUCATION LEGISLATION** Org._____

**SECTION I** Sample Page

*EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203*

See instructions and both sides of this page.

Address questions to Denise Kale Hayes, Research and Information Services (303) 893-5200

ECS Research and Information Services

| STATE | BILL NO. | STATUTE NO. | YR | E | F | V | C | OTHER | INDEX |
|---|---|---|---|---|---|---|---|---|---|
| CO | HB 1334 | | 75 | | | | | | facilities<br>career<br>community colleges<br>state board |

DESCRIPTION:

Concerning selling and leasing of college property. Authorizes the state board for community colleges and occupational education to sell or lease certain properties owned by technical and community colleges.

ECS Research and Information Services

| STATE | BILL NO. | STATUTE NO. | YR | E | F | V | C | OTHER | INDEX |
|---|---|---|---|---|---|---|---|---|---|
| CO | HB 1346 | | 75 | | | | | | career<br>policy and procedure |

Provides for the integration of career education concepts in the schools of the state; establishes a state advisory council on career education and an executive committee; designates the executive committee and advisory council to be the advising bodies to the state board of education; authorizes the state board of education as the administrative agency for career education; provides for the establishment of a statewide career education resource team and a state resource center. Appropriation - $200,000.

ECS Research and Information Services

| STATE | BILL NO. | STATUTE NO. | YR | E | F | V | C | OTHER | INDEX |
|---|---|---|---|---|---|---|---|---|---|
| CO | HB 1347 | | 75 | | | | | | records and meetings<br>- open meetings |

Concerning government and relating to public meetings. Clarifies types of meetings open to public and clarifies subject matter to be discussed at meetings requiring timely notice to public.

*SURVEY OF THE STATES* **1975 LEGISLATION**

## 1975 EDUCATION LEGISLATION

## SECTION Ia

*EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203*

Have we missed important legislation in your state? Use both sides of this page, and additional pages if necessary, to list your additions to the descriptions of legislation on preceding pages (see instructions for SECTION I). The specifics of your description should clearly and concisely describe the item so that we may report it correctly.

FOR INHOUSE USE ONLY
ORG. _____ STATE _____
MAIL _____
RETURN _____

Address questions to Denise Kale Hayas, Research and Information Services, (303) 893-5200

| BILL NO. and/or STATUTE NO. | DESCRIPTION | E | F | V | C | OTHER |
|---|---|---|---|---|---|---|

*SURVEY OF THE STATES* **1975 PROJECTS**

## 1975 EDUCATION ACTIVITIES & PROJECTS

## SECTION II

*EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203*

NAME OF RESPONDENT: _____

TITLE: _____

TELEPHONE: _____

Please address your questions about this survey to Denise Kale Hayas, Research and Information Services, (303) 893-5200.

For inhouse use only
ORG. _____ STATE _____
MAIL _____
RETURN _____

INSTRUCTIONS: Please write below and on both sides of succeeding pages the title and a short description of significant and/or innovative education activities and projects in your state, noting the name and address of a resource person to contact for more information on each activitiy or project and whether the funding for the activity or project is from state, federal, local or other sources. The specifics of your description should clearly and concisely describe the item so that we may report it correctly.

| DESCRIPTION OF EDUCATION ACTIVITY OR PROJECT | NAME AND ADDRESS OF RESOURCE PERSON | FUNDING: STATE, FEDERAL, LOCAL, OR OTHER |
|---|---|---|

*SURVEY OF THE STATES* **1975 STUDIES**

## 1975 EDUCATION STUDIES

## SECTION III

*EDUCATION COMMISSION OF THE STATES, 1860 Lincoln, #300, Denver, CO 80203*

NAME OF RESPONDENT: _____

TITLE: _____

TELEPHONE: _____

Please address your questions about this survey to Denise Kale Hayas, Research and Information Services, (303) 893-5200.

For inhouse use only
ORG. _____ STATE _____
MAIL _____
RETURN _____

INSTRUCTIONS: Please write below and on both sides of succeeding pages the title and a short description of significant education studies initiated and/or being conducted in 1975. Include the name of the committee, commission, board, council, etc. performing each study, and the name and address of a resource person to contact for more information on each study. The specifics of your description should clearly and concisely describe the item so that we may report it accurately.

| DESCRIPTION OF STUDY | NAME AND ADDRESS OF RESOURCE PERSON |
|---|---|

77

CE 004 687

## STATE ABBREVIATIONS

| | | | |
|---|---|---|---|
| AL | Alabama | * MT | Montana |
| AK | Alaska | NB | Nebraska |
| * AZ | Arizona | * NV | Nevada |
| AK | Arkansas | NY | New Hampshire |
| CA | California | NJ | New Jersey |
| CO | [illegible]rado | NM | New Mexico |
| CT | [illegible]cticut | NY | New York |
| DE | Delaware | NC | North Carolina |
| FL | Florida | ND | North Dakota |
| * GA | Georgia | OH | Ohio |
| HI | Hawaii | OK | Oklahoma |
| ID | Idaho | OR | Oregon |
| IL | Illinois | PA | Pennsylvania |
| IN | Indiana | RI | Rhode Island |
| IA | Iowa | SC | South Carolina |
| KS | Kansas | SD | South Dakota |
| KY | Kentucky | TN | Tennessee |
| LA | Louisiana | TX | Texas |
| ME | Maine | UT | Utah |
| MD | Maryland | VT | Vermont |
| MA | Massachusetts | VA | Virginia |
| MI | Michigan | WA | Washington |
| MN | Minnesota | WV | West Virginia |
| * MS | Mississippi | WI | Wisconsin |
| MO | Missouri | WY | Wyoming |

* Non-member states